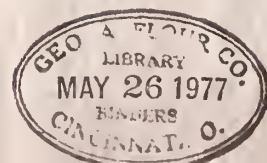





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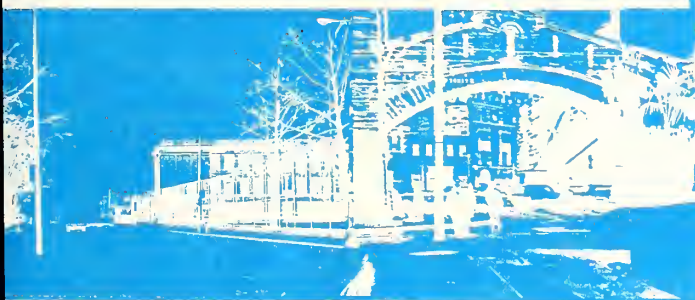




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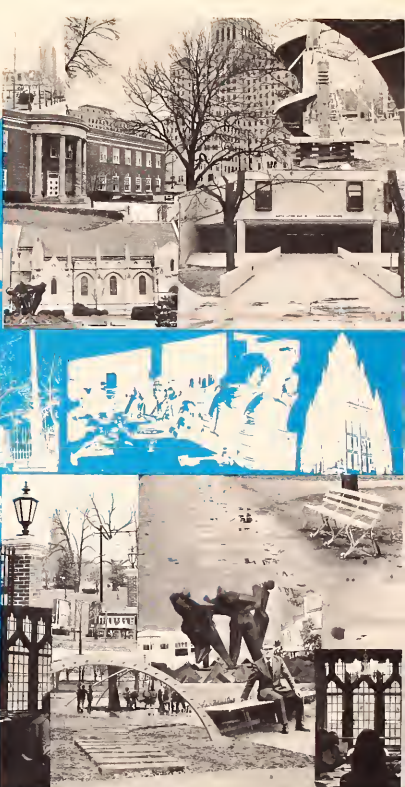
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THE SEMINARY CALENDAR 1974 - 1975

Fall Term

3-6 September	Junior Orientation
4 September	Junior Registration
4 September	Opening Convocation and Community Luncheon
5 September	First Day of Classes
27 November	Semi-Annual Meeting of Board of Directors
28-29 November	Thanksgiving Recess
6 December	Last Day of Classes
9-20 December	Reading and Examination Period

Winter Term

6 January	First Day of Classes
15 January	Martin Luther King, Jr. Birthday Observance
22 January	Last Day of Classes
23-24 January	Reading and Examination Period

Spring Term

27 January	First Day of Classes
22-30 March	Holy Week
April	Schaff Lectures
2 May	Last Day of Classes
5-9 May	Reading and Examination Period
12-13 May	Alumni Days
13 May	Annual Meeting of Board of Directors
13 May	181st Annual Commencement

Summer Term I

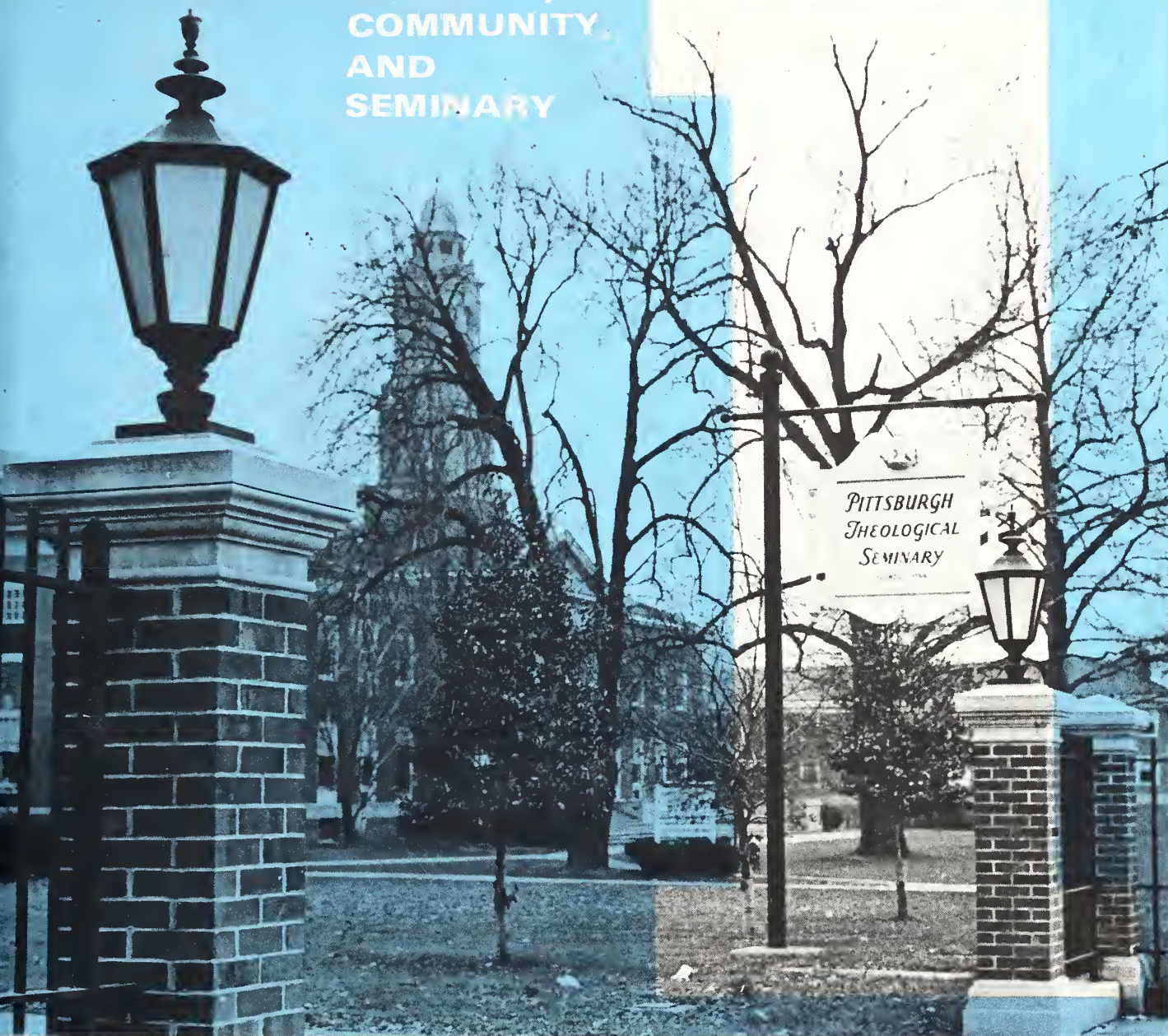
2 June	First Day of Classes
18 June	Last Day of Classes
19-20 June	Reading and Examination Period

Summer Term II

2 June	First Day of Classes
4 July	Last Day of Classes
7-11 July	Reading and Examination Period

Pittsburgh Theological Seminary is accredited by
 American Association of Theological Schools
 Middle States Association of Colleges and Secondary Schools

MINISTRY,
COMMUNITY,
AND
SEMINARY





MINISTRY AND THEOLOGICAL EDUCATION

Theological education used to begin exclusively with the “data” of the Christian faith. Now it begins with the needs of the people of God so that they can be more effective ministers of Christ. Since change is all about us and nothing has been left untouched, it is understandable that theological education is moving in new directions. We believe that the change is good.

Pittsburgh Theological Seminary’s curriculum is still concerned with the data of the classical disciplines...the Bible, Church History, Theology, Christian Ethics. But more and more the focus is on the integration of these with the mission of the Church today and the needs of the people involved in that mission.

We are listening to people of the Church in the parish and other settings of ministry. They speak of their felt needs in words such as these: “I need to understand how the Gospel relates to my life;” “I am conscious of the changing world around me and I need to know how a Christian should respond;” “We need help in maximizing the use of the resources of our congregation for ministry;” “I need to have my faith strengthened.”

We are talking with clergy persons and the laity regarding the changing role of clergy. Lay persons are rightly accepting more dominant roles of leadership within the life of the church and community. The historical role of the minister as “teaching elder” is coming into its own again. The word “enabler” is used more and more to define the clergy role in the life of the people of God.

Theological education at Pittsburgh Theological Seminary is seeking to respond to the changing role of the Church’s vocational leadership and the sensed needs of the people of God. We see our goal as the preparation of men and women for the professional practice of ministry. Therefore, what we are “up to” has three important dimensions: the gaining of **knowledge**; the development of **skills**; and the discovery of self in relation to the whole spectrum of persons who share in the total ministry of the Church.

We encourage you to examine our program as you plan for your professional development. This catalog is designed to help you in this process. Members of our community will welcome the opportunity to talk with you about our life possibly together.

William H. Kadel
President



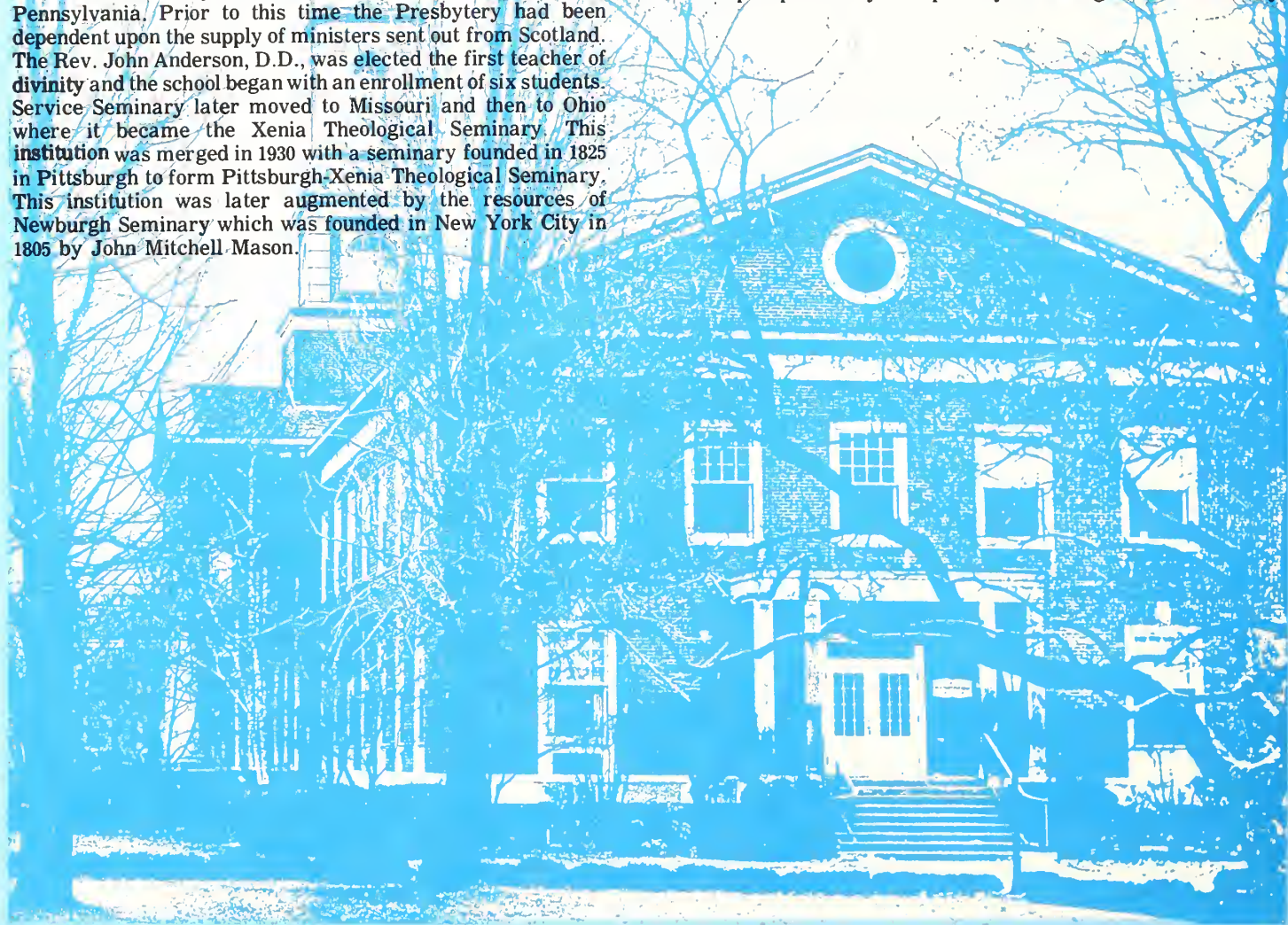
HISTORY

Pittsburgh Theological Seminary was created in 1959 by the consolidation of two institutions which had lived apart since 1825: Pittsburgh-Xenia Theological Seminary of the United Presbyterian Church of North America, and Western Theological Seminary of the Presbyterian Church in the United States of America. The union of the two denominations in 1958 led to the consolidation of the two seminaries which had existed together in Pittsburgh since 1930.

The history of Pittsburgh Seminary began with the founding of Service Seminary in 1794 by the Associate Presbytery of Pennsylvania. Prior to this time the Presbytery had been dependent upon the supply of ministers sent out from Scotland. The Rev. John Anderson, D.D., was elected the first teacher of divinity and the school began with an enrollment of six students. Service Seminary later moved to Missouri and then to Ohio where it became the Xenia Theological Seminary. This institution was merged in 1930 with a seminary founded in 1825 in Pittsburgh to form Pittsburgh-Xenia Theological Seminary. This institution was later augmented by the resources of Newburgh Seminary which was founded in New York City in 1805 by John Mitchell Mason.

Western Seminary, established legally in 1825 by the General Assembly of the Presbyterian Church, U.S.A., began with classical academies founded by Joseph Smith in 1785 and John McMillan in 1787 in Washington, Pennsylvania. It was indeed a "western" seminary in 1825, whose task was to furnish a ministry for the rapidly opening western territories along the Ohio River.

Since the consolidation, Pittsburgh Theological Seminary has been located in the East Liberty section of Pittsburgh on the campus previously occupied by Pittsburgh-Xenia Seminary.



PITTSBURGH

The City of Pittsburgh is the core of the nation's ninth largest metropolitan area. A major industrial and corporate headquarters, the city is beset with the social, economic, political and racial problems that confront all large American cities. Pittsburgh's problems are acute and typical of the urban malaise. Declining population, shrinking tax base, pollution, spreading slum areas and community friction are only some of the factors which compose the crisis.

The ironies and tragedies of the cities are all apparent in Pittsburgh. A pioneer in the joint efforts of business and political leadership to promote urban renewal and smog abatement, Pittsburgh has been known for twenty years as "The Renaissance City." What was once a crumbling collection of ancient buildings and factories is now "The Golden Triangle," a center city of gleaming skyscrapers and pleasant parks. But there is another face to urban renewal. Since the beginning of the renaissance, Pittsburgh has lost more low-and moderate-income housing units than have been built. Existing housing in the city is old: over 60% of the homes were built before 1920. More than 32,000 units are classified as substandard and best estimates are that another 30,000 will become substandard in the 70's.

Cultural opportunities are plentiful in Pittsburgh. An outstanding Symphony Orchestra, several major art collections, theater, opera, major league sports and other cultural and recreational facilities are an important part of the city's life. Five major colleges and universities are located in Pittsburgh: The University of Pittsburgh, Carnegie-Mellon University, Duquesne University, Chatham College and Carlow College. Numerous other educational facilities are also located in the area.

Pittsburgh Theological Seminary is a part of the city. The school is not a detached observer; neither does it pretend to be at the center of all efforts to solve the urban crisis. It is a part of the city and so is in continual encounter with the city. Seminary students live in Pittsburgh and become aware of its tragedies and joys firsthand. Their responses then become the responses of the city dweller, not the outsider.

Through the wide scope of field education and other work opportunities, students from the Seminary are involved in many different areas of Pittsburgh. Students serve as pastors in inner-city and suburban churches with a variety of program thrusts, as Chaplains in hospitals, county and federal penal institutions, as campus ministers, as representatives on police community relations boards, and in many other positions which affect the life of the city and its people. The resources of Pittsburgh for theological education are great, and Pittsburgh Seminary tries to make use of these resources as effectively as possible in the many facets of its life. The Seminary also attempts to be an active resource for the city through the stewardship of its facilities and the creative leadership of the members of the Seminary community.



EAST LIBERTY

Pittsburgh is divided into many sections and communities by the rivers, hills and valleys of the area. The campus of Pittsburgh Theological Seminary is located in one of these sections, East Liberty. The face of the community has changed radically in recent years. An urban redevelopment plan has changed a cluttered business district into a pleasant system of malls and shopping centers. Many of the old, decaying houses have been replaced by new low-and middle-income housing units. Such physical improvements, however, have created all of the familiar problems of displacement and disruption.

The East Liberty section is now the center of much of the Seminary's active involvement in the life of Pittsburgh. The Community Oriented Study Program is located in East Liberty, and the students in their first-year educational track spend much of their time studying and working in the immediate community. The Seminary is an active participant in an exciting ecumenical effort, The East End Cooperative Ministry. Several of the EECM's youth ministry programs are located in the Seminary facilities and many of our students are active in the various ministries of the EECM. The Seminary also participates in several organizations whose aim is to build sound, comfortable low-and middle-income housing in the East End. In these and other ways Pittsburgh Seminary is a participating citizen of East Liberty.





ASSOCIATION WITH OTHER INSTITUTIONS

Pittsburgh Council on Higher Education

The Pittsburgh Council on Higher Education is a cooperative organization composed of Pittsburgh area colleges, universities, and graduate schools. Participating institutions are Carlow College, Carnegie-Mellon University, Chatham College, Community College of Allegheny County, Duquesne University, Pittsburgh Theological Seminary, Point Park College, Robert Morris College and the University of Pittsburgh.

The essential purposes of PCHE are: to represent a common voice on appropriate issues; to examine possibilities for cooperation among the member institutions; to undertake joint programs which expand educational opportunities for students, extend faculty resources and conserve institutional resources; and to initiate joint sponsorship of appropriate programs.

Pittsburgh Seminary's membership in PCHE has benefited students by opening possibilities for cross-registration at the graduate level, establishing library privileges at six libraries other than the Seminary's own, and initiating studies and programs in specialized areas such as Black studies.

PCHE is a young organization, dating from 1965. Possibilities for cooperation which will benefit the member institutions are increasing rapidly, thus making expanded resources available to all students.

St. Francis Seminary and St. Vincent Seminary

Pittsburgh Theological Seminary cooperates on several levels with St. Francis Seminary and St. Vincent Seminary, two Roman Catholic schools located near Pittsburgh. Joint seminars, faculty exchange, and cooperative continuing education programs have characterized the cordial relationship between Pittsburgh Seminary and these institutions.

The University of Pittsburgh

Pittsburgh Seminary conducts three joint degree programs and two cooperative degree programs with the University of Pittsburgh. All of these are described in detail in the section of the catalog on "Academic Programs."

The American Schools of Oriental Research

Pittsburgh Theological Seminary is associated with the American Schools of Oriental Research. This corporation is involved in archaeological research in the Middle East. Most of the work has been concentrated in Palestine and in Iraq, with schools being maintained in Jerusalem, Amman, and Bagdad. Pittsburgh Seminary since 1924 has been an active participant in numerous field projects in cooperation with the American School of Oriental Research.

Arsenal Family and Children's Center

The Arsenal Family and Children's Center came into being in 1952 as a reflection of a Commonwealth mandate to the Western Psychiatric Institute and Clinic to "deal with the mental hygiene of the normal child in the way of study and training in order that there may be a program of prevention of mental and nervous disorders as a result of giving children the proper background and training that will prevent such disorders." Following its inception the Arsenal has grown and developed into a unique "field laboratory" for the depth psychological study of children and their families as well as a "field laboratory" on how to observe children and families, thereby contributing to the education and training of men and women working in a variety of disciplines including ministry.



THE CAMPUS

The Pittsburgh Theological Seminary campus is located in the East Liberty section of Pittsburgh. The major portion of the thirteen-acre campus was once the estate of H. Lee Mason, Jr. The buildings, almost all of which have been built since 1955, are of American Colonial design.



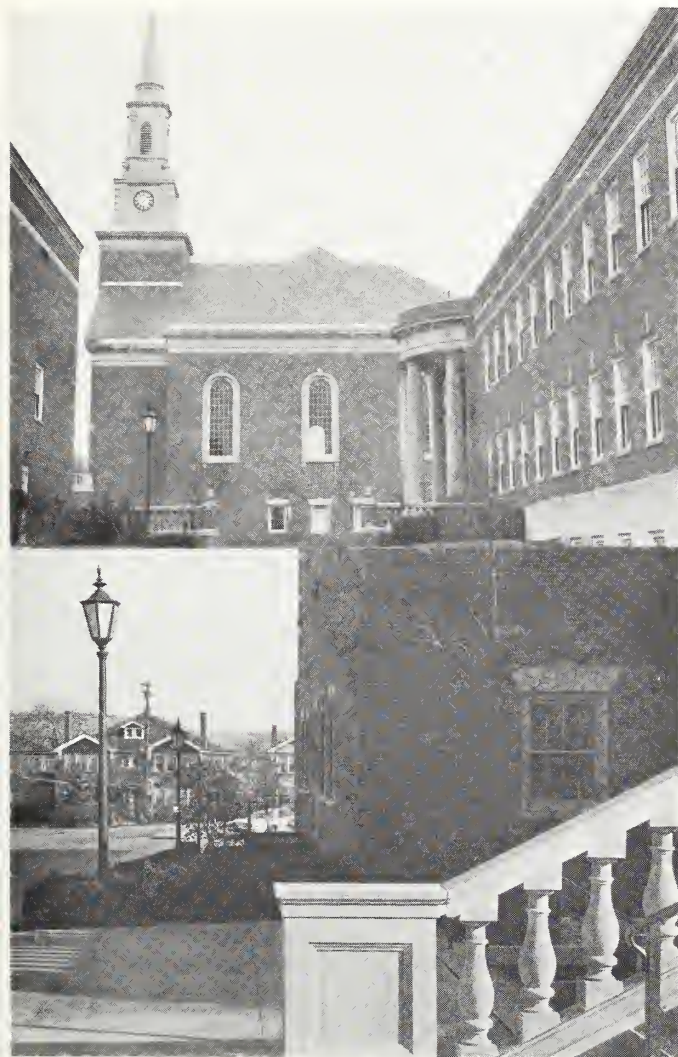
Academic Buildings

George A. Long Administration Building is the focal point of campus life. In addition to administrative offices, the building contains some faculty offices, lecture and seminar rooms, the student center, the bookstore, an audio and video tape center, the Bible Lands Museum and a large lounge.

Clifford E. Barbour Library houses a collection of over 165,000 volumes. Four open stack areas include 103 desk carrels which may be reserved by M.Div., D.Min., and M.A. students. In addition, thirteen enclosed typing carrels which allow greater privacy for research work are available for Th.M. and Ph.D. students. Twenty research study rooms provide ideal conditions in which faculty, visiting scholars and graduate students may pursue scholarly research. Reading rooms and lounges are informally placed throughout the building. Facilities are also available for seminars, small conferences, microfilm reading, audio-visual work and music listening. Many special collections, which are listed elsewhere, are housed in Barbour Library.



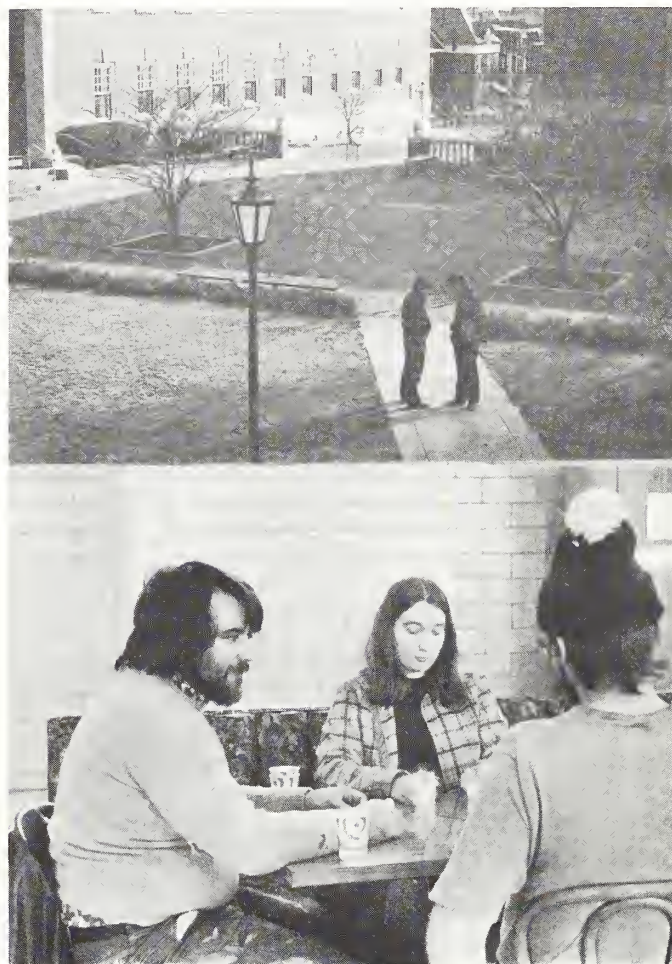
Hicks Family Memorial Chapel, a multi-purpose building, is the newest structure on the Seminary campus. The sanctuary is used for worship, both by the Seminary and by congregations in the local community. Hicks Chapel is the location of the Center for Pastoral Studies, and a large theater-auditorium which is ideal for conferences. Some faculty offices and the choir facilities are also situated in Hicks Chapel.



Housing for Single Students

John McNaugher Memorial Hall, the Seminary's original dormitory, now serves a variety of purposes. One wing houses single women students, while another contains faculty offices. Attached to McNaugher Hall is the dining facility which consists of three dining halls and a modern kitchen.

George C. Fisher Memorial Hall accommodates eighty men in single rooms. Six apartments for married students are also located on the ground floor of the building. Fisher Hall has student lounges on each floor in addition to a game room and a snack room on the ground floor.



Housing for Married Students

Samuel A. Fulton Memorial Hall provides eighteen efficiency and twenty-one one-bedroom apartments. Each unit includes a kitchenette, a bath and a storage locker in the basement. These apartments are fully furnished and include an electric stove and refrigerator. Laundry facilities (coin-meter) are located in the basement.

The Highlander contains seventeen one-bedroom and six two-bedroom units. Each apartment includes a living room, kitchen, bath and storage locker. Apartments in the Highlander are unfurnished, although all kitchens are equipped with electric stoves and refrigerators. Laundry facilities (coin-meter) are located in the basement.

Anderson Hall includes six two-bedroom and six three-bedroom apartments, each of which has a living room, a kitchen and a storage locker. Although the units are unfurnished they are all equipped with an electric stove and refrigerator as well as wall-to-wall carpeting. Laundry facilities (coin-meter) are located in the basement.

McMillan Hall, together with Anderson Hall and The Highlander, forms a quadrangle which encloses a play area for children. One four-bedroom, three three-bedroom, twelve two-bedroom, and three one-bedroom apartments are enclosed within the building. As in Anderson Hall, the units are unfurnished but are equipped with electric stoves and refrigerators and wall-to-wall carpeting. Laundry facilities (coin-meter) are also located in the basement. A large community room is located on the ground level of McMillan Hall. The community room is used as a day care center for pre-school children throughout the school year.

The Sheridan Apartments are six unfurnished units, each of which consists of living room, kitchen and one or two bedrooms. Each apartment is equipped with an electric stove and refrigerator and laundry facilities (coin-meter) are located in the basement.

Life for married students and their families is pleasant and comfortable. Rents are well below commercial rates, shops and stores are within walking distance, public transportation is available at the Seminary gate and public schools are nearby for children of all ages.



THE BIBLE LANDS MUSEUM

Pittsburgh Theological Seminary has an outstanding list of accomplishments in archaeological research of biblical times in ancient Palestine. Much of the Seminary's share of the antiquities excavated in the digs is now in the Bible Lands Museum, located in the George A. Long Administration Building. The museum is used as a research and teaching facility in the Seminary program. Objects in the Bible Lands Museum illustrate the way of life of the people of Palestine and so are of great value for understanding and interpretation.





SPECIAL COLLECTIONS AND DISPLAYS

Special collections and displays augment the book resources of Barbour Library.

The John M. Mason Memorial Collection. The research area of the library contains this priceless collection of classical theological works dating from the Reformation period.

The James Warrington Collection of Hymnology. Several thousand valuable hymn and psalm books which came from the estate of James Warrington of Philadelphia provide research materials for scholars of American and English hymnody.

The Nina S. Brittain Collection. An endowed fund established by Frank J. Brittain, Esq. which is used for the purchase of theological works which are known as the Nina S. Brittain Collection.

The Clarence J. Williamson Church History Collection. An endowed fund established in memory of Clarence J. Williamson, for eighteen years Professor of Church History and Government at Pittsburgh Seminary, is used for the purchase of books in church history and closely related subjects.

Historical Collections. The archive room of Barbour Library contains Minutes and other records of Associate, Associate Reformed and United Presbyterian congregations, presbyteries, synods and general assemblies. Barbour Library is also the depository for the Upper Ohio Valley Historical Society and for Pittsburgh Presbytery of the United Presbyterian Church in the U.S.A.

On display in the Main Floor exhibit area are the desk and chair of Dr. Karl Barth, Basel, Switzerland, presented to Pittsburgh Seminary by Dr. Barth in 1964. Accompanying the desk at which Dr. Barth wrote his theological treatises from 1922 is an autographed copy of his *Kirchliche Dogmatic* I/1.

GOVERNANCE

Seminary governance, the function of decision and policy making and the organization of various constituencies within the institution, is a complex and fluid issue. Recent events in higher education have brought to the forefront the specific question of the ways in which students might appropriately participate in decisions which affect them. Pittsburgh Seminary's constitution and by-laws were fundamentally revised in 1970-71 by a committee consisting of representatives from the Board of Directors, administration, faculty and student body.

Central to the new form of governance are two representative bodies, the Academic Council and the Administrative Council. The Academic Council, composed of members of the Board of Directors, administration, faculty and student body, is a forum for the discussion of issues relevant to the conduct of theological education and is a component in the operation of the academic affairs of the Seminary. The Academic Council also initiates action on faculty appointments, reappointments, promotion and tenure and sits judicially when there are faculty or student grievances.

The Administrative Council is also representative of all constituencies within the Seminary. It is consultative to the President of the Seminary on administrative matters and serves as a regular means of communication and co-ordination among the segments of the community.

The Seminary's committee structure involves both faculty and students as full members. The Curriculum and Co-Curricular Committees are the two major groups dealing with broad educational issues. The Curriculum Committee has responsibility for recommending policies pertaining to educational programs for which academic credit is given, while the Co-Curricular Committee is responsible for planning, coordinating and implementing all non-credit programs such as worship services, convocations, lectureships and conferences.

Other standing committees, dealing with more specific issues, are Admissions and Standings Committee, Book Store Committee, Nominating Committee and Educational Objectives Committee.

A third category of committees is administrative committees. These are responsible to the Administrative Council and include the Communications Committee, Financial Aid Committee and Housing Council.

The Student Association is integral to Seminary governance, establishing the orderly succession of student participation in governance, and forming coordinating agencies to deal with matters of general student concern.

The system of governance at Pittsburgh Seminary is intended to open the process of decision making so that all segments of the community are involved in issues vital to the community's life.

ACADEMIC PROGRAMS





COMPETENCE AND MINISTRY

Pittsburgh Theological Seminary is engaged in developing education programs which are contributing to our increasing understanding of a minister's ministry. Developing competence in ministerial ministry is a complex, a personal endeavor. Its foundation lies in the relationship and psychology of the individual, his or her beliefs and attitudes, as well as an appropriate response to the demands of competence. In terms of educational programs, Pittsburgh Seminary views the Ministry degree as a means of a holistic, integrative approach to both ministerial competence and personal growth. For this, as results in appropriate competence in a particular area of ministry, the Pittsburgh Seminary has accepted that the best of ministerial competence can be demonstrated by the quality of the life of the minister.

Essential developing competence in ministerial ministry includes awareness, mastery of the theological disciplines, becoming skilled in various tasks required in ministry, and developing a sense of service and personal growth. Clearly, only the development of the whole person can result in personal freedom. This development can proceed in the ability to integrate conceptual, emotional and personal growth.

Personal development, that is, the ability and ongoing awareness with our culture, being, selfhood, intellectual, emotional, psychological, or spiritual growth, cannot be done in isolation. Personal development in ministry is first, an example, something which is being done and lived as a person, and secondly, an ability. The least of importance is integration within the personal sphere, for example, seeing a relationship between personal and professional identity.

Such development must be developed within the conceptual, emotional and personal spheres. Developing competence must also involve integration among the three. Insight into the meaning of the gospel developed in biblical, theological and historical studies must allow for a self-understanding and self-relationship within the church. Correlations among one's thoughts, actions, and self-understanding are to be discerned and developed.

Many ways for the degree programs offered by Pittsburgh Seminary are designed to provide significant opportunities for the developing of competence in ministry. Broad area requirements rather than required courses, an emphasis on self-direction in the culture, independent study, joint degree programs, community and church-based studies and other features are all available for students to plan studies in light of personal backgrounds and aims.

Changing ministries require flexible and imaginative forms of theological education. This section of the catalog is designed to show the ways in which Pittsburgh Seminary's degree programs deal with issues of ministry and education for ministry.

THE MASTER OF DIVINITY DEGREE

Studies leading to the Master of Divinity degree are designed to prepare men and women for various forms of the Church's ministry. It is a fundamental assumption of the program that preparation for ministry cannot be separated from engagement in ministry itself. Thus, the M.Div. curriculum is designed to integrate theological studies and the work of ministry so that theory and practice, academy and parish become complementary components in the educational process.

The Curriculum

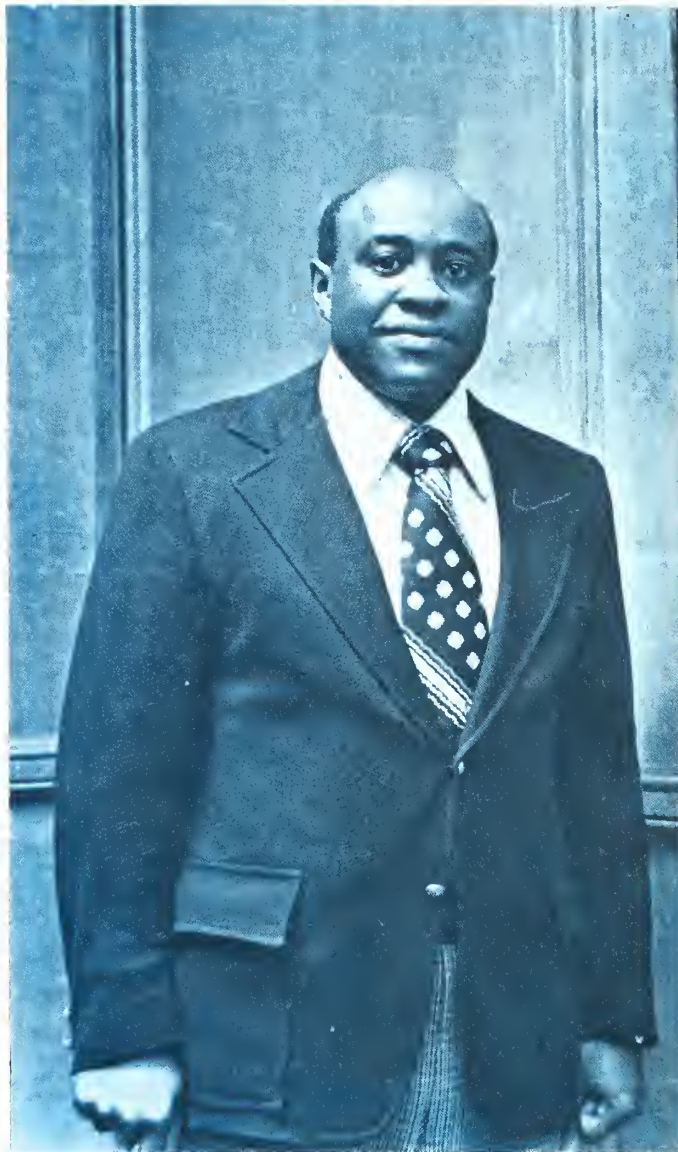
Seventy-eight hours are required for the degree. Courses offered at Pittsburgh Seminary fall into three divisions: (1) Biblical Studies, which include work in biblical history, literature and theology; (2) History and Theology, comprising study in church history, historical theology, and systematic theology; and (3) Church and Ministry which encompasses ethics, preaching, counseling, education, sociology of religion, faith and culture, and other fields. In order to insure that a student's work does not become too narrow, at least eighteen hours of work (six three-hour courses) must be taken in each division.

Biblical Studies: Six courses in biblical studies must be completed. Normally, this will entail one course in OT history and theology, one course in NT history and theology, one semester of either Greek or Hebrew, one exegesis or interpretation course in each testament, and one wholly undesignated course. ("Exegesis courses" make use of biblical languages, "interpretation courses" do not presuppose a working knowledge of the languages. Thus, if a student has taken Hebrew, the exegesis course will be done in OT and the interpretation course in NT. If Greek is elected, the order will be reversed.)

History and Theology: Three courses in church history and three courses in systematic theology are required. No specific courses are designated in either discipline. (see page).

Church and Ministry: Six courses must be taken within the division. No specific courses are designated.

In addition to these area requirements, each M.Div. candidate is required to take a seminar, "Foundations of Ministry," during the second year of the program. Foundations of Ministry is designed to provide the opportunity for sustained reflection on the student's field education setting.



David T. Shannon,
Dean of Faculty

Foundations of Ministry.

Foundations of Ministry is a middler year credit seminar designed to unite practical experience in ministry with systematic and sustained reflection in that experience. Each student is engaged as a student assistant in a congregation or church program, thus providing the opportunity to engage in experiential learning in the context of the church.

The student's role as participant-observer in the church's life enables him or her to focus attention on various typical activities of churches in order to discover the actual practices of churches in areas such as budgeting and stewardship, worship, leadership training, youth groups, weddings and funerals, etc. Value judgments, usually made too quickly, are deferred while students give each other insights into the plurality of practices in various areas of churches' lives.

Students spend extra hours on the field each week, conferring with the pastor, church officers, and other laypersons in order to discover ways in which church programs are developed and implemented.

Foundations of Ministry provides an opportunity for churches and Pittsburgh Seminary to be in partnership in the education of men and women for ministry. Involvement in the life of the church, regular seminars which examine that life, and creative interaction between action and thought characterize the program.

Field Education

The broad objective of field education at Pittsburgh Seminary is to complement the academic work of first and third year students with experiences through which he or she may mature personally and discover, expand, and deepen understanding of the life of the Church in its various forms. Rather than training students for particular ministries, field education introduces men and women to processes of ministry that will be relevant to post-seminary realities.

The industrial, cultural, educational and ecclesiastical environment of Pittsburgh makes it possible to develop field education opportunities to meet the needs of each student. A wide variety of parish experiences, specialized urban ministries, hospital, prison and campus chaplaincies, ecumenical agency work, and judicatory positions are all regularly available. Students who wish to explore types of ministries not normally a part of the field education options may negotiate an arrangement with the Director of Field Education.

Community Oriented Study Program

Pittsburgh Seminary's Community Oriented Study Program is designed to provide an alternative form of theological education for a limited number of first year M.Div. students. The program seeks to raise inductively cultural and theological issues as students are introduced to a "field" of ministry concurrently with the beginning of theological studies.

The "field" is a particular community in the greater Pittsburgh area. Students live in the community or on the Seminary campus. Similarly, classes meet off-campus. Thus, the context for theological education is shifted from classroom to community; the situation of students becomes a formative factor in the way issues are addressed and insights are developed. There is a sense in which the program is a paradigm of ministry, with questions and problems arising out of the life of a real community.

In order to gain community perspective, students engage in extensive study of the locality which has been selected on the basis of its socio-economic, racial, ecclesiastical and cultural diversity. Issues identified in the situation, and in the process of trying to understand the situation, provide sequence and direction to psychological, historical, theological and biblical studies which the students carry on with the aid of Seminary faculty. Lines of inquiry are developed by students and faculty out of the issues and problems which are identified in the community. Studies are focused by the situation itself rather than by an abstraction developed in a classroom.

COSP is not a community action or an urban studies program. Rather, it is a fully academic program with reading, seminars and a full year's academic credit.



Joseph D. Small



THE MASTER OF DIVINITY/MASTER OF SOCIAL WORK JOINT DEGREE PROGRAM

Ministry and social work share many concerns. The mission of the Church involves working for the improvement of the quality of life in diverse ways, some of which parallel social work efforts. Many ministers and theological students want to gain the insights and skills provided by social work education in order to enhance their ministry.

To encourage and to equip men and women to engage in social work both in and out of the church, and to provide the opportunity for social work students who feel a call to practice within a church setting, the Pittsburgh Theological Seminary and the University of Pittsburgh Graduate School of Social Work have developed a program offering a joint degree, that is, an M. DIV/M.S.W.

This joint effort enables students to receive both the M.Div. and the M.S.W. in four years of post baccalaureate study instead of the usual five. Nevertheless, the joint program provides a full course of study in both theology and social work. This result is effected by equating certain courses now taught in both schools, by making provision for courses taken in one school to count as electives in the other, and by developing specialized field placements.

The curriculum of the Graduate School of Social Work encompasses work in four major curriculum areas, or "clusters": Health/Mental Health; Juvenile and Criminal Justice; Poverty and Associated Problems; and Children and Youth.

Candidates for the joint degree who enter the program through the Seminary will concentrate on theological studies during the first two years. The third and fourth years will be spent predominantly at the School of Social Work, but one course per semester will be taken at the Seminary. Should a student elect to terminate the joint program before its completion and seek only one degree, he or she will be required to complete all of the work ordinarily required for that degree.

Inquiries regarding the Graduate School of Social Work and requests for Social Work catalogs should be addressed to: Director of Admissions, Graduate School of Social Work, University of Pittsburgh, Pittsburgh, Pennsylvania 15260./



THE MASTER OF DIVINITY/ MASTER OF URBAN AND REGIONAL PLANNING

THE MASTER OF DIVINITY/ MASTER OF PUBLIC ADMINISTRATION JOINT DEGREE PROGRAMS

Pittsburgh Theological Seminary and the Graduate School of Public and International Affairs (GSPIA) of the University of Pittsburgh have established two joint degree programs in order to give Seminary students insight into and competence in urban problems. The joint degree programs are designed to prepare persons for urban parish ministry as well as specialized urban ministries.

Programs at GSPIA provide for the possibility of specialization in several areas, including: Urban Affairs, Public Administration, Economic and Social Development and Metropolitan Studies. However, these and other specializations are not exclusive of one another.

Interchange of course credit enables the student to complete requirements for both degrees in four years. Should a student elect to terminate the joint program before its completion and seek only one degree, he or she will be required to complete all of the work ordinarily required for that degree.



Inquiries regarding the Graduate School of Public and International Affairs and requests for catalogs should be addressed to: Dr. Clifford Ham, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

THE MASTER OF DIVINITY/MASTER OF LIBRARY SCIENCE JOINT DEGREE PROGRAM

Pittsburgh Theological Seminary and the Graduate School of Library and Information Sciences of the University of Pittsburgh have established a joint program to train men and women in theological librarianship. The program, designed to be completed in four academic years culminates in two degrees, the M.Div. and the M.L.S. This result is effected by allowing courses in one school to be taken as electives in the other.

Normally, a student will take five semesters of work at the Seminary. The final three semesters will be spent at the University, but will include specialized courses in theological librarianship which will be taught by Seminary faculty. Should a student elect to terminate the joint program before its completion and seek only one degree, he will be required to complete all of the work ordinarily required for that degree.



Inquiries regarding the Graduate School of Library and Information Sciences and requests for catalogs should be addressed to: Graduate School of Library and Information Sciences, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

THE MASTER OF ARTS DEGREE

The Master of Arts program is designed to meet the needs of those who do not plan to seek ordination. Thus, the M.A. may be suited for men and women who wish to enter non-ordained professional positions in the Church, for persons who wish to prepare for Ph.D. studies, for Church laypersons who wish to learn more about Christian faith, or for persons who are interested in the academic study of religion.

Because of the wide range of interests which may be served by the M.A., the program has been designed to provide each candidate maximum freedom and flexibility in designing his or her own program of studies. No courses are required; area requirements are broad and serve only to guarantee acquaintance with all theological disciplines.

Forty-eight hours of study are required for the degree. These may be taken by using both semesters and summer terms. Of the total number of hours, twelve hours must be taken in each of the three academic divisions (Biblical Studies, History and Theology, and Church and Ministry). All other hours are undesignated, but three hours must be done in independent study which leads to a major paper. While neither of the biblical languages is necessary for the M.A., students planning to pursue doctoral work are advised to study either or both languages.

Students who are candidates for the M.A. may transfer into the M.Div. program at any time prior to the awarding of the M.A.

Religious Education Emphasis. Some candidates for the M.A. may wish to prepare themselves for non-ordained education ministries. A special track which leads to the M.A. (religious education) has been designed for such persons. Of the forty-eight hours required for this option, twelve hours must be completed in Biblical Studies, twelve in History and Theology, and nine in non-education Church and Ministry courses. In addition, fifteen hours must be completed in the field of education. It is assumed that some of these courses will be taken in the School of Education at the University of Pittsburgh. Furthermore, at least three but no more than six hours will be taken in supervised field work.



THE MASTER OF THEOLOGY DEGREE

The Th.M. degree represents a strong program of graduate education, which is offered to benefit pastors who wish to deepen their ministry, as well as to help prepare candidates for specialized ministries. It is designed in the interest of developing an increasingly learned and relevant ministry.

Normally, the Th.M. is considered as a terminal degree. Thus, it provides an opportunity for further academic work beyond the M.Div. for those students who do not wish to pursue doctoral studies. While the Th.M. is not a step toward the Ph.D., work in the Th.M. program may occasionally be recommended to a student in order to prepare him or her for preliminary exams in the Ph.D. program offered by the Seminary and the University of Pittsburgh.

The M. Div./Th.M. Sequence

Students enrolled in the M.Div. program at Pittsburgh Theological Seminary may, at the end of their middler (second) year, apply for admission as candidates for both an M.Div. and Th.M. degree. This sequence requires one year of study beyond the normal three-year program, but candidates accepted for the program may utilize their third and fourth years as a unit within which to correlate the completion of the requirements of both the M.Div. and the Th.M. degrees.

The Post-M.Div. Course

Those already holding an M.Div. degree or its equivalent from an accredited seminary may apply for admission to the Th.M. degree program. It is possible for a candidate to fulfill the course requirements for the degree in one to three years of study, depending upon whether the program is undertaken on a full-time or a part-time basis.

General Requirements

A reading knowledge of at least one foreign language is required of candidates in all the Th.M. options. Candidates may choose the language on which they will be examined from among the following: Hebrew, Greek, Latin, French and German. The program faculties may designate for a candidate which of these languages shall be required or may require an additional foreign language in view of the candidate's special interest or thesis topic.

Candidates will be assigned appropriate faculty advisors who will be available for consultation early in the program. When a candidate is ready to begin thesis work, a thesis committee will be appointed to provide counsel and supervision. The statute of limitations is four academic years from the date of matriculation for candidates entering the program at the beginning of the M.Div. senior year, and three academic years from the date of matriculation for all other candidates.



Specialization Options

I. **Biblical Studies.** The Master of Theology degree in Biblical Studies covers both Testaments. While the thesis may concentrate on one Testament, the course work is designed to provide a certain degree of qualification in the whole field.

A. **Course requirements:**

Eight courses are required. Candidates may elect courses at the Ph.D. level, although this is not required.

1. All candidates will take MO81 and MO82, Selected Problems in Biblical Theology.
2. Candidates in OT will also take MO16, History, Cultures and Religions of the Ancient Near East and a Master's level course in Hebrew exegesis.
3. Candidates in NT will also take M116, History and Literature of NT Times and a Master's level course in Greek exegesis.

B. **Languages:**

1. Candidates specializing in OT Studies must demonstrate special proficiency in Hebrew and a more modest proficiency in Greek. Those who have such proficiency in Hebrew when they enter the program will be encouraged to study Aramaic or Ugaritic.
2. Candidates specializing in NT Studies must demonstrate special proficiency in Greek and a more modest proficiency in Hebrew. Those having such proficiency in Greek when they enter the program will be encouraged to do additional study in the Septuagint.
3. The Biblical Studies Faculty may require a reading knowledge of an additional language if, in its judgment, a candidate's study program or thesis preparation demands it.

C. **Thesis:**

A thesis on a subject approved by the program faculty is to be prepared and submitted. The candidate must also sustain an oral examination on the thesis.

11. History and Theology

A. **Course Requirements:** A total of eight courses is required in this program, the courses to be selected by the student from a list designated by the division each academic year. This list may include certain Ph.D. courses. Where possible the program for each student is adapted to his or her background, interests, and thesis orientation.

B. **Language:**

The History-Theology Faculty may designate which language may be required and may require a reading knowledge of an additional language if the candidate's program of study and/or thesis preparation demands it. Candidates will be advised in this matter upon entering the program.

C. **Thesis:**

A thesis on a subject approved by the program faculty is to be prepared and submitted. The candidate must also sustain an oral examination on the thesis.

III. Advanced Pastoral Studies.

A. **Course requirements:**

Six courses and three practica are required, including:

- M911, Developmental Theory of Personality
- M912, Group Process
- M932, Theology and Psychology
- M941, The Socio-Cultural Environment
- M946, Counseling Seminar (two semesters)
- M947, Practicum with Children

B. **Language:**

The A.P.S. faculty may designate which of the languages is to be required, or may require a reading knowledge of an additional language if the study program or thesis subject makes it necessary.

C. **Clinical Training:**

A six weeks' course in an approved clinical training program will be required before graduation. It is recommended that it be taken previous to admission.

D. **Major Paper:**

A major paper on a subject approved by the program faculty is to be prepared and submitted.

THE DOCTOR OF MINISTRY DEGREE

Studies leading to the Doctor of Ministry degree are designed to provide candidates the opportunity for developing a significantly higher level of competence in the practice of ministry. The program is open to men and women who have already earned the M.Div. or its equivalent and are currently engaged in full-time ministry (in-ministry candidates) and to a very limited number of M.Div. students (in-sequence candidates).

The D.Min. curriculum is divided into three stages, each of which is designed to enable the candidate to address significant issues in the theological disciplines and in ministry.



Stage One encompasses the M.Div. degree or its equivalent, followed by a minimum of two years' experience in the practice of ministry. It is expected that the M.Div. curriculum will have covered the broad range of studies in preparation for ministry, and that the years of experience in ministry will have evidenced continued professional growth. For in-sequence candidates, **Stage One** consists of the first two years of the M.Div. coupled with significant experience in ministry.

Stage Two focuses on inductive and integrative study in the context of the candidate's current field of ministry. The second stage begins with a diagnostic evaluation based on a congregational questionnaire or other procedure. The evaluation helps to identify the strengths and weaknesses of each candidate, and to set goals and directions for Stage Two work. A committee of laypersons from the candidate's field of ministry works with the candidate in continuing evaluation throughout Stage Two.

Seminars in the areas of communications/homiletics, church administration, pastoral care, church education, community/congregational issues, and role and professional identity are a central component of the second stage program. Each of the seminars is inductive in methodology and integrally related to candidates' experience in ministry.

Stage Three grows directly from evaluations of a candidate's performance in Stage Two. A faculty committee works with each candidate in reviewing evaluations of Stage Two work, and in determining the ways in which the **minimum** of twelve hours' work in Stage Three can best be used to address areas of weakness and continue to enhance competence in areas of strength. Competence must be demonstrated in all D.Min. program areas before the degree can be awarded.

Another feature of Stage Three studies is the satisfactory completion of a major paper or project which must demonstrate the candidate's ability to identify a problem, issue or concern in his or her own ministry, discover appropriate resources, and develop a method for its resolution. It is expected that the major paper or project will reflect depth of theological insight and its positive undergirding for excellence in the practice of ministry.

Tracks I and II. The in-ministry D.Min. program operates in two ways, depending on the proximity of a candidate to the seminary. For candidates who are within a reasonable commuting distance, Stage Two seminars meet once a week throughout the Fall and Spring terms. This is known as **Track I**. Candidates who live at a distance meet on the seminary campus for three concentrated three-week terms (January-June-January or June-January-June). Two seminars are conducted in each three-week term in **Track II**.



THE DOCTOR OF PHILOSOPHY DEGREE

The University of Pittsburgh and the Pittsburgh Theological Seminary have a cooperative graduate program in the study of religion. Interdisciplinary in character, the program draws upon the resources of both institutions and leads to the Ph.D. degree awarded by the University of Pittsburgh.

The aim of the program is to foster interdisciplinary, creative study in biblical, historical, theological and ethical fields, broadly conceived. To this end the student is encouraged to move beyond the necessary preliminary steps as quickly as possible in independent research in a special area and to the writing of a dissertation which is deemed by the joint faculty to be a contribution to human knowledge. A second and no less important aim is to engage the student, if possible, in actual teaching and research assistance, under the direction of the faculty. The number of candidates will be deliberately limited to afford close supervision by the directing professors.

The Doctoral Program

A. Courses:

Each student is expected to complete a minimum of 16 courses or equivalent units of graduate work for the Ph.D. degree. These courses should be distributed as follows:

1. One course in which religion is examined under a secular discipline (e.g., sociology, anthropology, philosophy).
2. One course in which religion is theologically examined (to be fulfilled by enrolling in the Ph.D. colloquium).
3. Two courses in a single University field (exclusive of Requirement 1 above).
4. Two or more courses in the candidate's field of specialization (other than those satisfying Requirement 2 above).
5. Electives and research making up the balance of the sixteen units of graduate work required.



B. Examinations:

1. **Preliminary** examinations take the form of diagnostic interviews conducted for all students in the fields of OT and NT, Church History and History of Doctrine, Systematic Theology and Ethics. Their purpose is to determine whether the student is qualified to pursue Ph.D. work, and to assist in ascertaining areas of relative strength and weakness. Deficiencies are to be removed in ways determined by examiners. A student with the M.Div. or its equivalent will normally take preliminary examinations within the first term after matriculation. Students without such background may take up to two years to prepare for the preliminary examination. If a master's degree is held in one of the examination areas, the student may request an exemption from this part of the requirement.
2. Language examinations will normally be required in French and German, and in such other languages as are necessary for research in the student's chosen field of specialization. Petitions to substitute other languages will be decided on the merits of each individual case. A student with serious deficiencies in the basic languages of theological study should plan to extend his course beyond the minimal two-year period. Language examinations are given at the beginning of the fall and winter terms under the cooperative program. Students may also qualify through the E.T.S. standard language examinations.
3. The Comprehensive examination (taken at the completion of all prior examinations and course work) will be directed toward the field of the student's eventual specialization. Of the four fields covered, one will be in that specialization and one each in three cognate areas appropriate to departments in the two cooperating institutions. Further information is given in the Ph.D. student handbook, copies of which are available on request.

C. The Dissertation:

Chief emphasis will be placed upon the dissertation itself and upon the preparation of the candidate for its writing. While full-scale work on it can come only after the passing of the comprehensives, the student will be encouraged from the time of his matriculation to work toward the definition of a suitable research topic. Formal constitution of his working committee (thesis advisor and three other members representing related disciplines) will be made after passing of comprehensives, but the comprehensive examinations will already have been drafted by a provisional committee. After submission of the dissertation it will be defended orally by the candidate.



Application forms for admission and financial aid may be obtained by writing to:

Professor Walter Wiest
Coordinator, Ph.D. program
Pittsburgh Theological Seminary
616 North Highland Avenue
Pittsburgh, Pennsylvania 15206

CONTINUING EDUCATION

Theological education cannot be confined to formal degree work; it is a process which may begin with a degree program, but must continue throughout one's ministry. The Seminary provides educational resources for men and women in ministry. Through a Continuing Educational Council composed of people actively engaged in ministry we try to keep informed of the continuing educational needs of pastors and other church workers. We encourage pastors to form cluster groups for mutual support and growth. At the seminary we provide both program and support services for ministry planned to enhance skills, deepen understandings and develop new skills and models for personal growth and corporate ministry.

Most regular degree courses are open to pastors and other church workers with degrees. This provides a variety of opportunities for post degree work not obtainable otherwise. The Center for Pastoral Studies offers a thirty-week program especially designed for pastors, emphasizing counseling and parish problems. The School of Religion, funded by the Pitcairn-Crabbe Foundation, provides a week-long program of continuing education at no cost to the pastor. The Winter Seminars offer a time right after Christmas when one may spend a week at the seminary. Other week-long programs are the Schaff Lectures the week after Easter, and the Summer Pastors Institute. Shorter events include the Fall Conference and occasional convocations. There is a special six-week program in the Spring on Alcoholism and Soft-drug Abuse. We have also begun a continuing series of seminars for black pastors, focusing on the pilgrimage of the black churches in America and dealing with continuing education concerns of special interest to those ministering to the black community.

For several years the Seminary has sponsored three off-campus programs at Canton, Ohio; Loretto, Pa.; and Erie, Pa. Significantly, the Loretto program is sponsored jointly by Pittsburgh Seminary and St. Francis (Roman Catholic) Seminary. Members of the Pittsburgh faculty travel to these locations to teach courses.

In addition to these structured programs Pittsburgh Seminary welcomes individuals who want to pursue a course of independent reading and private study on the Seminary campus. They may remain for as many weeks as they like, reading, meeting with a faculty advisor, auditing classes and participating in the life of the Seminary community. Many people arrange to take their study leave at the Seminary, taking advantage of the wide variety and flexibility of our Continuing Education Program.



Frank T. Hainer

COURSE LISTING SYSTEM

Each course offered by the Seminary is identified by a four-digit system. The first digit is a letter which indicates the level at which a course has its primary listing:

- A—M.Div. and M.A. courses designed primarily for students who have done no previous academic work in the field.
- B—M.Div. and M.A. courses designed primarily for students who have done previous academic work in the field.
- M—Th.M. courses. Open to qualified first degree students with permission of the instructor.
- D—D.Min. courses. Designed specifically for second and third stage D.Min. work.
- P—Ph.D. courses. Open to qualified first degree and Th.M. students with permission of the instructor.
- U—Courses offered at the University of Pittsburgh which are cross-listed in the Seminary catalog.

The second digit is a number which indicates the field in which a course has its primary listing:

The Division of Biblical Studies

- 0—Old Testament
- 1—New Testament

The Division of History and Theology

- 2—History
- 3—Theology

The Division of Church and Ministry

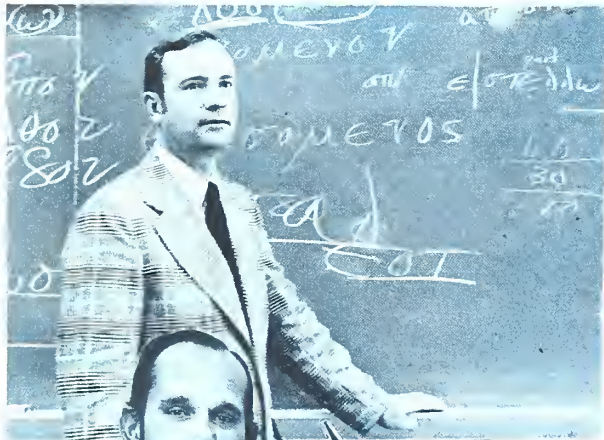
- 4—Ethics
- 5—Faith and Culture
- 6—Church Mission and Order
- 7—Worship and Homiletics
- 8—Education
- 9—Pastoral Care

The third and fourth digits are numbers which indicate individual courses. These numbers are primarily for the use of the registrar, but two entries are of importance for students:

- 99—Directed study and research
- 00—Independent studies

Courses listed in the catalog cover a three-year span with an indication of those courses to be offered in the academic year for which the catalog is issued. Listings are automatically dropped if a course has not been offered for three years. Thus the entries provide an overview of the range of courses taught during a normal three-year M.Div. program as well as a specification of courses offered in a given year.





Mr. Kelley



Mr. von Waldow



Mr. Hare

Mr. Walther

THE BIBLICAL DIVISION

Mr. Gowan
Mr. Hadidian
Mr. Hare

Mr. J. Jackson
Mr. Kelley
Mr. von Waldow

Mr. Walther

"Thy word is a lamp to my feet and a light to my path" (Psalm 119:105). The word of God in Scripture nourishes and regulates Christian faith and action, it lays the cornerstone for every aspect of the Church's ministry to the world, and it sets norms for the structures of Christian theology. A rediscovery of the Bible has provided the impetus for every forward movement in the history of the Church. At the end of the twentieth century, when alienation of individuals, races, classes and nations threatens to tear the world apart, when the issue of authority continues to be a problem, a new and careful look at the sources of our common faith is imperative.

The goal of the course offerings in the Biblical Division is to engage students in biblical research in such a way that they may learn the methods of study, acquire the basic tools and skills which they will need for continuing ministry, and begin to relate their own study of the Scriptures to all aspects of Christian life. To this end two levels of courses are offered.

A-level courses are designed to open the major areas of biblical study for the student whose background in the field is minimal. The literature of the Old and New Testaments is surveyed, and the settings and influences of the biblical world are assessed. The elementary methods and goals of archaeology may be learned. The curriculum reflects the belief that serious consideration of the Bible requires a study of the original languages as essential tools. Precisely because we live in a time rich in modern translations, the contemporary minister and professional church leader must be able to assess critically and effectively the variety of understandings reflected by the translators by entering into the thought patterns of the Hebrew and Greek authors. We believe that with modern approaches to teaching we can equip our students with the requisite language sense to do this task.

B-level courses develop the students' abilities to use and apply biblical studies and enlarge the horizons for a lifetime of growth and discovery. Exegetical courses sharpen language skills and illuminate the study of scripture passages and books by paying careful attention to the structure of ancient Hebrew and Greek and to the types of literature found in the Bible to the differences from the nature of modern English usage.

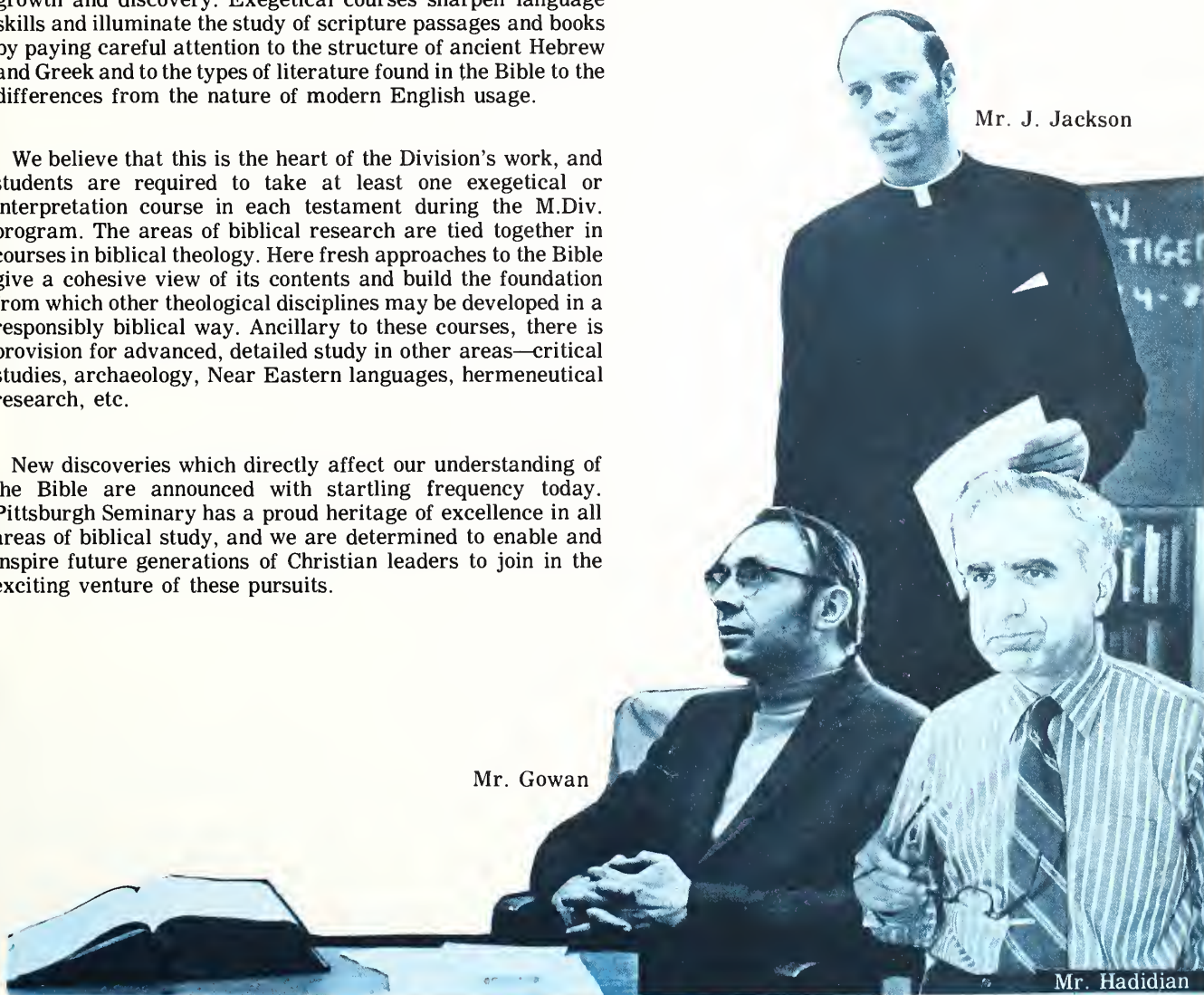
We believe that this is the heart of the Division's work, and students are required to take at least one exegetical or interpretation course in each testament during the M.Div. program. The areas of biblical research are tied together in courses in biblical theology. Here fresh approaches to the Bible give a cohesive view of its contents and build the foundation from which other theological disciplines may be developed in a responsibly biblical way. Ancillary to these courses, there is provision for advanced, detailed study in other areas—critical studies, archaeology, Near Eastern languages, hermeneutical research, etc.

New discoveries which directly affect our understanding of the Bible are announced with startling frequency today. Pittsburgh Seminary has a proud heritage of excellence in all areas of biblical study, and we are determined to enable and inspire future generations of Christian leaders to join in the exciting venture of these pursuits.

Mr. J. Jackson

Mr. Gowan

Mr. Hadidian



OLD TESTAMENT

A001 The Old Testament as the Word of God

A theological introduction to the study of the OT. The basic information and technical skills which are used in modern OT study will be introduced in the context of concern for discovering the contemporary meaning of the OT. Fulfills OT history and theology requirement.

Mr. Gowan

A002 The Interpretation of the Old Testament

Students will be guided in the detailed study of selected OT passages which have been chosen to develop skills in the interpretation of biblical texts and to provide a cross-section of the OT message. Fulfills OT history and theology requirement.

Mr. Gowan

A003 The Intertestamental Period

The course will deal with the development of the Jewish people and their religion during the period 539 B.C. to A.D. 135 with two aims in mind: 1) to enlighten our own time by finding out what happened in the past when a community of faith was confronted by a radical cultural revolution, as when Judaism encountered Hellenism, and 2) to provide a foundation for New Testament studies by enlightening the immediate Palestinian and Hellenistic background out of which the church arose.

Mr. Gowan

A004 The Old Testament: Historical Books

The history and theology of the historical books of the OT with special attention to the formation of the literature and its religious significance. The history of Israel is traced from earliest times and set in the framework of Near Eastern civilization as recovered through archaeological research. The principal objective is mastery of the Biblical material. There are also assigned readings in current scholarly literature. Fulfills OT history and theology requirement.

Fall term, 1974-75

Mr. von Waldow

A005 The Old Testament: Prophets and Writings

The history of OT prophecy, the prophetic books, and basic elements of prophetic theology will be covered as well as the Psalms, the problem of "Psalms and Cult," and the theology of the Psalms. The course is concluded with considerations of major elements of the theology of wisdom. Fulfills OT history and theology requirement.

Spring term, 1974-75

Mr. von Waldow

A008 Theology of the Prophets

The intention of the course is to develop the theological thinking of the OT Prophets (emphasis on Amos, Isaiah, Jeremiah), and draw lines to the conditions of our society and church. Topics dealt with are: deterioration of institutions; conflict between institution and charisma; the reason for God's judgment over Israel; false prophets and true prophets; economic development and social deterioration; oppression and wealth.

Mr. von Waldow

A011 Elementary Hebrew

A course designed to lead to an appreciative and competent use of Hebrew as one of the languages of biblical revelation. From the onset the student learns inductively to read from the original language of the OT. Emphasis is placed on the acquisition of a working vocabulary as the ground for further reading and the illumination of key Biblical concepts. Instruction is in small, graded sections so that a maximum of individual attention and achievement is possible.

Fall and Spring terms, 1974-75

Staff

A012 Elementary Hebrew

This is an introduction to the Hebrew language, using the deductive method, based on the grammar by Weingreen. Texts for exercises and translation are taken from the Hebrew Bible.

Fall term, 1974-75

Mr. von Waldow

A033 Introduction to Palestinian Archaeology

Offered on request

Staff

B011 Elementary Hebrew

A continuation of A011, teaching by the inductive method.
Spring term, 1974-75

B012 Elementary Hebrew

A continuation of A012, teaching by the deductive method.
Spring term, 1974-75 Mr. von Waldow

B013 Hebrew Reading

Supervised reading of selected OT passages. (One hour credit)
Fall and Spring terms, 1974-75 Staff

B014 Hebrew Grammar

Introduction to the formal structure of the Hebrew language, (phonetics, morphology, syntax) with special attention to its historical development and relation to other Semitic languages.
Offered on request Mr. J. Jackson

B015 Biblical Aramaic

Reading and grammar of the Aramaic sections of the OT.
Additional material may be included from the fifth century B.C.
Aramaic letters from Elephantine.
Offered on request

B021 Hebrew Exegetical

A **student** with a B-average in the biblical field may elect to do independent study in the exegesis of an OT passage under the supervision of a member of the Biblical Division. The exegetical paper, 30-40 pages in length, will be due on the first day of classes in September. (Two hours credit)

Summer term, 1974-75 Staff

B022 Early Israelite Poetry

A comparative exegesis of early poetic passages in the OT, making use of modern studies in phonetics and morphology and of comparative Semitics. Included will be Exodus 15, Judges 5, Genesis 49, Deuteronomy 33., Psalms 29, and other primitive Yahwistic songs.

Spring term, 1974-75

Mr. J. Jackson

B044 Deuteronomy

A study of the theology of Deuteronomy and of its place in the history of Israel. The importance of Deuteronomy in all critical reconstructions of Israel's history and religion will be emphasized. Exegesis credit for those who work with the Hebrew text; interpretation credit for those who use the English Bible.

Summer term, 1974-75 Mr. Gowan

B057 Worship and the Psalms

Seminar on Israel's songs and the Christian use of the Psalter in corporate worship. Two-track: students with some knowledge of Hebrew will be helped in exegesis; others will be expected to do wider reading for their interpretation of the Psalms.

Mr. J. Jackson

B062 Exegesis of Isaiah

Exegesis of selected passages of Isaiah 1-39 against the background of the Assyrian Crisis of the 8th century B.C. Fulfills OT exegesis requirement.

Fall term, 1974-75 Mr. J. Jackson

B066 Ezekiel

A study of the history and theological significance of the Exile as it is reflected in the writings of the prophet Ezekiel. Fulfills OT exegesis or interpretation requirement.

Spring term, 1974-75

B070 Amos

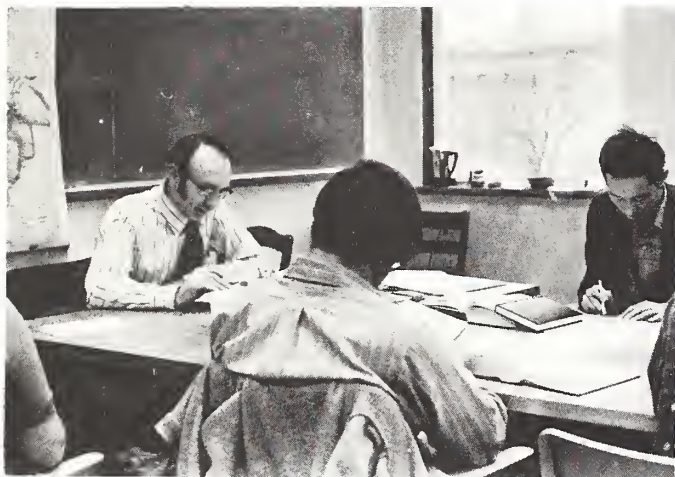
A study of the book of Amos: its major emphasis; the place of the prophet in Israel's culture; and the significance of the message of Amos for our situation.

Mr. J. Jackson

B082 Social Responsibility in the Old Testament

This course develops major principles of OT ethics from the cultural background of prehistoric Israel as it is reflected in the OT traditions of the liberation from Egypt, the occupation of the land and the law. The theological background of OT ethics is investigated against similar ethical principles in Biblical ancient Near-Eastern material..

Mr. von Waldow



B083 Prophet-Priest-Wise Man: A Study in Biblical Ministries

Intended to provide a biblical basis for evaluating various types of ministry in the modern church by examining the work of those who were recognized to be God's ministers in the OT.

Spring term, 1974-75

Mr. Gowan

B084 Man, Nature, and Society: The Biblical View

An effort to construct a view of nature and society which will contribute to a sound approach to environmental and technological problems, based on the biblical conception of man.

Mr. Gowan

B085 Man and Woman

A study of the relationship between the sexes and the position of women in the OT and related literature in order to challenge the prevailing stereotype concerning "what the Bible says about women."

Mr. J. Jackson

B086 Biblical Ethics: Old Testament

This course focuses on the ethical implications of OT traditions of faith. Questions to be studied are: What is the authority behind ethical principles developed in the Old Covenant? What is the motivation for ethical behavior required in the OT? On what areas of daily life do OT ethics concentrate? Such questions are investigated in the light of the problem: communal or individualistic ethics.

Spring term, 1974-75

Mr. von Waldow

B088 The Bible and Black Theology

A study of the biblical (OT) foundations of Black theology. Major topics of Black theology are developed from the Bible and from critical reviews of recent outlines of "Black theologies."

Fall term, 1974-75

Mr. von Waldow and Mr. Shannon

B089 Themes of Old Testament Theology

Selected themes: "Egypt"—captivity and oppression; "Exodus"—liberation from slavery and freedom for God; "Sinai"—election and covenant with God's people; "Promised Land"—Canaan as Yhwh's inheritance for Israel; "City of David"—God's choice of Zion and covenant with David; "Justice in the Gate"—social dimensions of Israel's laws and the prophetic presentation of Yhwh's expectations and verdict.

Fall term, 1974-75

Mr. J. Jackson

B091 Preaching from the Old Testament

Identical to B791

Fall term, 1974-75

Mr. Gowan and Mr. Ezzell

B092 On Death and Dying

Theology and thanatology in ancient Israel and contemporary America.

Winter term, 1974-75

Mr. J. Jackson

B099 Guided Reading in Old Testament

Staff

B000 Independent Study in Old Testament

Staff

M006 History, Cultures, and Religions of the Ancient Near-East

Lectures, guided reading and research will focus on the archeology, history, religion, laws, and literature of the Ancient Near-East as background for the understanding of the OT.

Spring term, 1974-75

Mr. J. Jackson

M016 Hebrew and Moabite Inscriptions

Offered on request

Mr. J. Jackson

M064 Jeremiah

Introduction to the literary and form-critical problems of Jeremiah. Exegesis of representative passages from the poetry, the prose sermons, and the biographical portions. The theology of Jeremiah and its special relationship to the thought of Hosea and Deuteronomy will be explored.

Mr. Gowan

M081 Selected Problems of Biblical Theology

An examination of selected themes of biblical theology. The themes are explored in both Old and New Testaments. The course offers a broad opportunity to focus the whole spectrum of biblical studies in a forum that is intended to be comprehensive and relational to the entire graduate theological enterprise.

Mr. J. Jackson and Mr. Walther

M082 Selected Problems of Biblical Theology

A continuation of M081.

Mr. J. Jackson and Mr. Walther

P023 Introduction to Old Testament Form Criticism

Form criticism is meeting with increasing interest in this country. As originally developed by H. Gunkel, it operated with abstract genre definitions and was schematically applied. Now it has been modified into a set of principles which can be applied to everyday communication, oral or written, ancient or contemporary. These developments are studied through the examination of texts from the OT prophets, Psalms, or narratives.

Spring term, 1974-75

Mr. von Waldow

P083 Worship in the Old Testament

The essence of worship in Israel and the basic theological ideas reflected in the major annual feasts and some typical cultic activities; the importance of the Israelite cultic personnel, such as priests, Levites and prophets.

Mr. von Waldow

P084 Canaanite Religion

The alphabetic cuneiform texts found after 1929 at Ras es-shamra have opened up the world of Canaanite belief and practice, only guessed at from the OT. The course will study selected passages from the myths and legends, with particular attention to their influence upon OT linguistic and literary usage and ancient Israelite religion and theology.

Fall term, 1974-75

Mr. J. Jackson



NEW TESTAMENT

A101 The New Testament: Gospels, Catholic Epistles & Revelation

From first century event to twentieth century understanding of the written records, this course surveys the materials and methods of NT study, focusing on the four gospels, the seven catholic epistles, and the Revelation to John.

Fall term, 1974-75

Mr. Walther

A102 The New Testament: Acts, Epistles of Paul and Hebrews

The message of these books will be examined in the light of their historical context and literary structure. The life and faith of Paul will receive special emphasis.

Spring term, 1974-75

Mr. Hare

A103 The Bible Today

Study and comparison of modern English translations of the Bible with consideration of their value in biblical interpretation. As background, some attention will be given to the history of the English Bible, the rise of versions and the development of the canon.

Mr. Walther

A104 Teaching the Bible

Problems of teaching the Bible—historical, literary, theological, pedagogical—will be treated in a seminar setting. Basic organizational suggestions for handling the content of the Bible will be offered. Mastery of the material by the prospective teacher will be stressed.

Mr. Walther

A111 New Testament Greek

A course designed to lead to a competent use of Greek as one of the languages of biblical revelation. From the outset the student learns inductively to read from the Greek NT, and unique study aids prepared by the Division are used. Instruction is in small, graded sections. Students who have previously studied Greek will be assigned to special sections.

Summer and Fall terms, 1974-75

Staff



B112 New Testament Greek

Continuation of A111 with increasing emphasis given to grammatical details. A grammar text will be utilized along with translation and syntactical analysis of portions of the Greek NT.

Spring term, 1974-75

Mr. Kelley

B113 Greek Reading

Supervised reading of selected NT or Septuagint passages. (One hour credit)

Fall and Spring terms, 1974-75

Staff

B114 Advanced Greek Reading

This course is designed as part of a larger program to enable students to read as much as possible of the NT in Greek during their Seminary training. In addition to practice in reading and translating, the student will gain valuable experience in grammar and introductory exegesis. Open to all students who have fulfilled the basic Greek requirement of one semester.

Fall term, 1974-75

Mr. Kelley

B116 Hellenistic Greek Studies

Selected readings in Philo, Josephus, the Apostolic Fathers and other Greek literature approximately contemporary with the NT period.

Offered on request

Staff

B121 Exegetical Sampler

A workshop course designed to develop exegetical habits by example and practice. NT passages representing a wide variety of exegetical tasks will be examined—miracle, narrative, epistle, apocalyptic, etc.

Mr. Walther

B123 New Testament Textual Seminar

Qualified students will be introduced to and involved in critical study of the text of the Greek NT. This will be a laboratory guided-study course. Collation of microfilmed manuscripts for the International Greek NT Project will be a regular part of the work.

Fall term, 1974-75

Mr. Walther

B125 Greek Exegetical

A student with a B-average in the biblical field may elect to do independent study in the exegesis of a NT passage under the supervision of a member of the Biblical Division. The exegetical paper, 30-40 pages in length, will be due on the first day of classes in September. (Two hours credit)

Summer term, 1974-75

Staff

B126 Parables in Matthew

An exegetical study with special emphasis on the parables in the first gospel. Fulfills NT exegesis requirement.

Mr. Kelley

B127 Parables in Luke

An exegetical study with special emphasis on the parables in the third gospel. Fulfills NT exegesis requirement.

Spring term, 1974-75

Mr. Kelley

B141 Christianity According to St. Matthew: A Persecuted Missionary Proclaims His Faith

An examination of the theology of the first gospel in the light of the historical background, employing redaction criticism as a major exegetical tool.

Spring term, 1974-75

Mr. Hare

B143 Gospel of Luke

An investigation of the major emphases and basic message of the "ecumenical" gospel. Particular attention will be devoted to the didactic values in the central section of Luke, chapters 10-18. This course is designed especially as an interpretation course for those who do not have Greek.

Mr. Kelley

B152 Exegesis of I Corinthians

An exegetically oriented survey of the entire epistle with detailed study of selected parts. The range of insights into the life of the early church and the variety of theological problems in this letter make it an excellent source from which to learn the task of interpreting the Greek NT.

Fall term, 1974-75

Mr. Walther

B154 Embattled Theology: Galatians

A study of Paul, his conversion, career and theology, through an exegesis of Galatians. Designed as a first course in exegesis for students desiring to improve their facility in Greek.

Mr. Hare

B157 The Cosmic Christ: Exegesis of Colossians

Addressed to Christians who are tempted by a pre-gnostic theosophy to depreciate the importance of Jesus, the Letter to the Colossians contains daring christological statements affirming the cosmic significance of Christ. This seminar will seek a clearer understanding of the christology in light of the various problems, practical and intellectual, addressed by the epistle.

Mr. Hare

B159 Pastoral Epistles

An introduction to the literary problems of 1 and 2 Timothy and Titus, followed by an exegetical survey which will be pursued with special emphasis in the development of faith and life in the early Church as it may be significant for faith and life today.

Mr. Walther

B163 The Redemptive Community: The Church in I Peter

Addressed to congregations facing the ravages of persecution, I Peter is deeply concerned with the meaning of our life together in Christ. This course will examine not only the images of the church in the epistle, but also the many statements dealing with the corporateness of the Christian life and the ethics of Christian relationships.

Mr. Hare

B166 Revelation

The entire Apocalypse of John will be studied with special attention to key passages. Some notice will be given to the history of the interpretation of the book, but the focus will be on the recovery of its meaning for the original readers. The study may be pursued in either the Greek or the English text.

Mr. Walther

B171 Practical Use of the New Testament: The Synoptic Gospels**B172 Practical Use of the New Testament: Romans****B173 Practical Use of the New Testament: Corinthian Letters****B174 Practical Use of the New Testament: John****B181 Themes of New Testament Theology**

Assuming that Biblical Theology can be studied better on its own terms than by imposed, dogmatic categories, a number of themes derived from the Bible's own emphases will be studied. The course is designed to lead to an integrated understanding of the theological resources to be found in the NT.

Spring term, 1974-75

Mr. Kelley

B182 The Teaching of Jesus and the New Testament Church

The content of the NT *didache* will be considered both as to its identifiability and its significance. The possibilities of inter-relationships among the OT, Gospel records and other NT documents will be studied as to their didactic and parenetic intent.

Mr. Walther

B184 Interpreting the Parables

The history of parable exegesis will be traced. Key works illustrating the allegorical, severely historical, and literary-existential emphases will be sampled. The importance of parables in relation to the renewed quest for the historical Jesus and the concern for describing the theology of the evangelists will be examined. Trends in current parable interpretation will be noted. Specific parables from each of the synoptics will be exegeted.

Fall term, 1974-75

Mr. Kelley

B186 The Holy Spirit in the New Testament

A study in biblical theology. Relevant passages in scripture will be exegeted, and secondary literature will be surveyed as input for seminar discussions.

Mr. Walther

B188 What Manner of Man? New Testament Christology

The NT writers make many attempts to interpret the meaning of Jesus for the benefit of their contemporaries, employing diverse images, metaphors and titles. To help us present Jesus to our contemporaries this course will examine christological texts in various strata of the NT, taking into account significant contributions made by recent scholarship.

Mr. Hare

B195 Human Sexuality

Identical to B995

Mr. Wiest, Mr. G. Jackson and Ms. Likins

B199 Guided Reading and Research in New Testament

Staff

B100 Independent Study in New Testament

Staff





M106 History and Literature of New Testament Times

A research seminar with primary emphasis on the bibliographical approach to the study of Christian origins. Theological, organizational, geographical, literary and historical questions and problems will be considered.

Spring term, 1974-75

Mr. Hadidian

M146 Selections from Acts

The backgrounds and needs of students will determine the passages to be studied.

Mr. Walther

M161 The Old Testament in the New: The Epistle to the Hebrews

Hebrews appears to be an exegetical meditation on a series of significant OT texts. This course will examine the hermeneutic of the epistle, paying special attention to the interplay between doctrinal statement and ethical exhortation.

Mr. Hare

P102 Hellenistic Judaism: Philo and His Antecedents

An examination of the religion of Philo Judaeus, taking into account forerunners of Philo such as *The Wisdom of Solomon* and *The Letter of Aristeas*. Special attention will be given to Philo's exegetical method, and to his cosmology and anthropology.

Mr. Hare

P182 The Quest of the Historical Jesus

What can we know about Jesus? The possibility of a new quest of the historical Jesus will be examined in light of past failures and new understandings of historical method.

Spring term, 1974-75

Mr. Hare

P183 Problems in the History of the Early Church

This seminar will focus on such problems as the history of Jewish Christianity after A.D. 70, the expansion of Christianity into Mesopotamia and Egypt, and Jewish and pagan persecution of Christians before A.D. 150.

Mr. Hare

THE HISTORY AND THEOLOGY DIVISION

Mr. Battles
Mr. Cochrane
Mr. Gerstner

Mr. Kehm
Mr. Nelson
Mr. Paul
Mr. Wiest

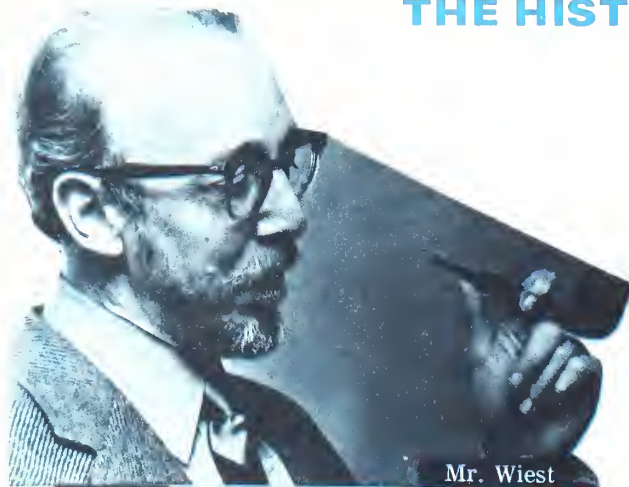
CHURCH HISTORY

Our aim in teaching Church history is to help the student to understand the history of the Church and its thought in the context of the twentieth century. The study of history is the study of roots whether we deal with the history of a nation, a race or an idea. Since Christianity comes to a focus in certain historical events, its roots are firmly grounded in history. Its story is the account of the effect which those events have had in human society. This involves both the history of doctrine as the Church's attempt to understand the significance of the biblical revelation, and the history of the Church itself as the attempt of Christians to live in response to those events.

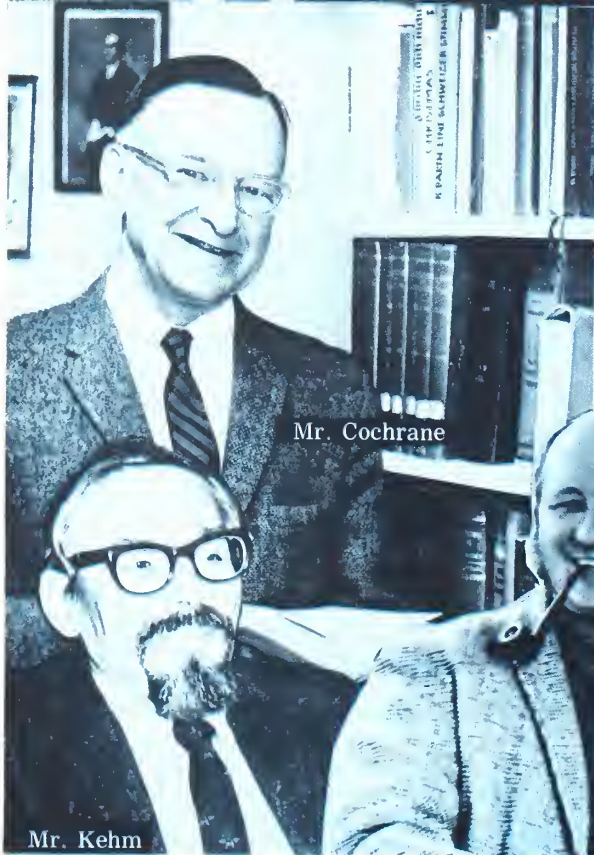
But we recognize two kinds of interaction that are important for our understanding of the Church today. First, we recognize that there has always been a dialogue between the Church and the society within which it is placed. Secondly, there is an integral relationship between the doctrine that the Church professes and the forms that it takes as a human community. All the courses offered recognize these two kinds of continuing interaction.

For an adequate grasp of the Church's history the student will need to understand that history in broad outline, and then to deepen that study by examining particular periods or problems in more detail. To this end, the history faculty offers several introductory level courses, including a one-term and a two-term survey of Church history in alternate years. Further courses at an advanced level are offered regularly.

Students who enter the Seminary with a rich background in historical studies may be advised to waive introductory courses and move directly to more specialized study.

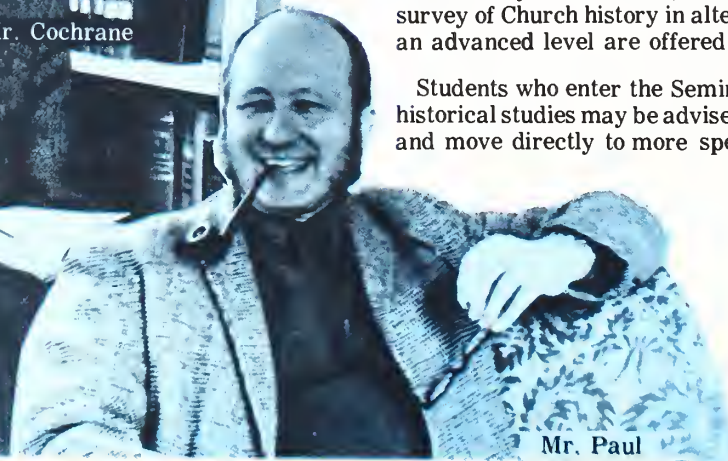


Mr. Wiest



Mr. Cochrane

Mr. Kehm

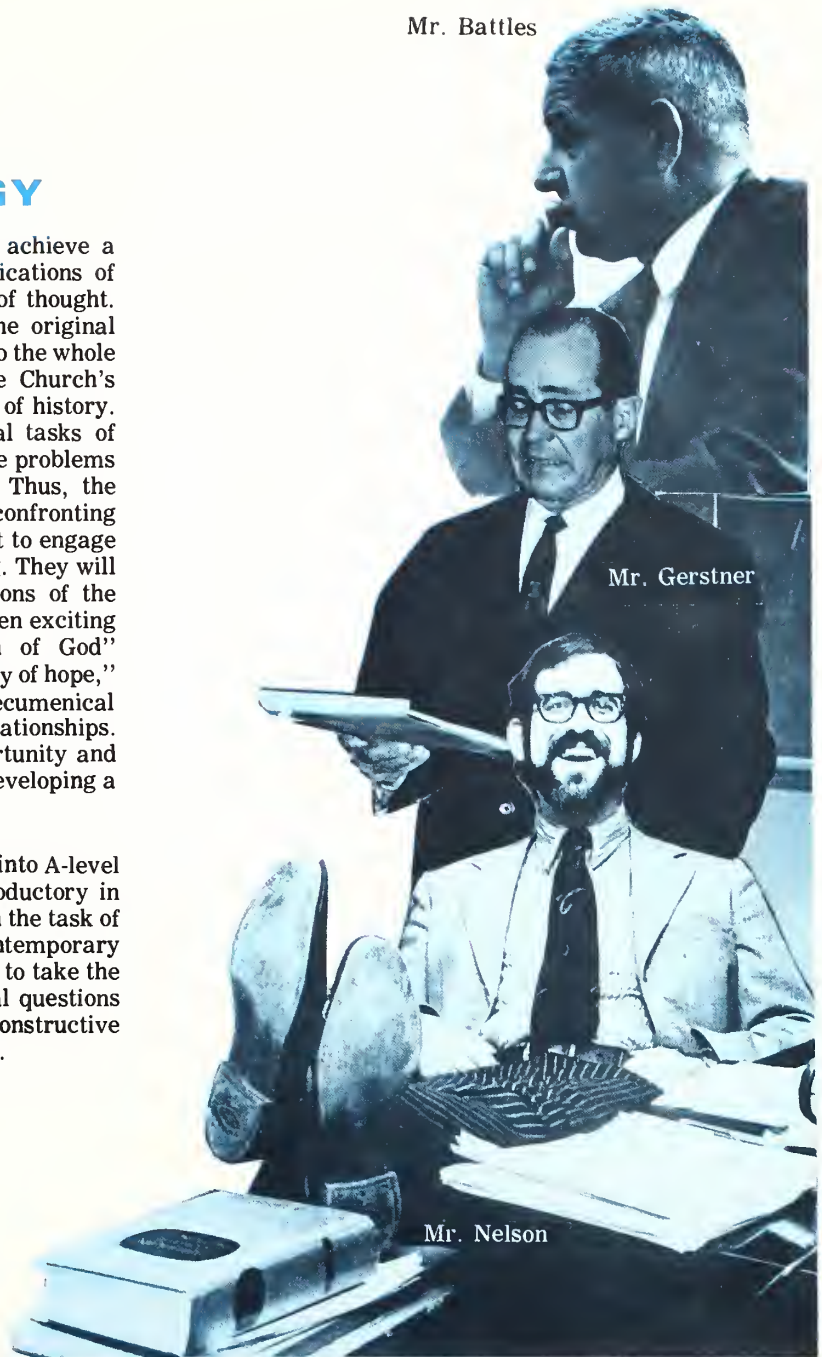


Mr. Paul

SYSTEMATIC THEOLOGY

The purpose of systematic theology is to try to achieve a reasoned understanding of the meaning and implications of Christian faith in relation to contemporary modes of thought. Theological thinking looks, on the one hand, to the original sources of Christian faith, the biblical writings, and to the whole range of Christian tradition which represents the Church's attempts to understand its faith in previous periods of history. On the other hand, theology looks to the practical tasks of responsible preaching, teaching, counseling, and the problems of ethical judgment and action in today's world. Thus, the courses in systematic theology aim not merely at confronting the student with the thought of other theologians, but to engage him or her in doing independent theological thinking. They will help in coming to terms with the historic traditions of the church as well as the sometimes bewildering but often exciting currents in contemporary theology; the "death of God" theologies, calls for a "black theology," the "theology of hope," process theology, and the discussions in the ecumenical movement and renewed Protestant-Catholic relationships. They are designed to give the student ample opportunity and guidance in sorting out his or her own beliefs and developing a sound theological basis for future ministry.

The offerings in systematic theology are divided into A-level and B-level courses. The A-level courses are introductory in nature. They attempt to familiarize the student with the task of theology, theological resources and method, and contemporary theological issues. The B-level courses are designed to take the student into deeper levels of analysis of theological questions and to involve him or her in the work of constructive reformulation of the content of the Christian faith.



CHURCH HISTORY AND HISTORY OF DOCTRINE

A210 Survey of Church History [Early Church to the Present]

An overview of the history of Christianity from the post-Apostolic era to the present, exclusive of American church history.

Fall term, 1974-75

Mr. Gerstner

A211 Outline of Church History to the Reformation

The first part of a two-semester outline of the history of the Church, its expansion and its thought, designed for those who require an introduction to the subject in breadth.

Mr. Battles

A212 Outline of Church History from the Reformation to the Present

A continuation of A211, Beginning with the Reformation, the course will introduce the student to the complexities of the modern period.

Mr. Paul

A213 History and Theology of the Patristic Era [To A.D. 451]

An introduction to the institutional and dogmatic history of the Early Church beginning with the Sub-Apostolic age and closing with the council of Chalcedon (A.D. 451) and the death of Augustine (A.D. 430).

Mr. Battles

A214 History and Theology of the Middle Ages [To A.D. 1500]

An introduction to the institutional and dogmatic history of the Medieval Church from the fall of Rome to the eve of the Reformation.

Spring term, 1974-75

Mr. Battles

A215 The Reformation

An introduction to the history and thought of the Reformation in its broad aspects, i.e., the Lutheran and Swiss reformers, the Radical Reformation, and the reforms in England.

Fall term, 1974-75

Mr. Paul

A216 The Post-Reformation Era

This course traces the seventeenth and eighteenth century movements of Orthodoxy, Pietism and Enlightenment.

Spring term, 1974-75

Mr. Gerstner

A217 The Church in American Culture: Historical Perspective

This is an introductory course in the history of the American church. It approaches the history of the Church through the various constituent elements in American society and tries to evaluate the Church as an institution within this setting.

Mr. Paul

A218 The Church in An Age of Revolution

Introduction to the history of the Church and its thought during the nineteenth and twentieth centuries. The course will trace the impact of the scientific, political, social and cultural revolutions on Christianity, and the development of missionary, ecumenical and social activity in the churches during this period.

A219 Representative Christian Thinkers From Ignatius of Antioch to the Protestant Reformation

An elementary survey, presupposing no prior work in the field, of the major architects of the Christian tradition in the first millenium-and-a-half of its history.

Mr. Battles



B222 Preaching in the Early Church

An examination of the homilies of the Fathers, beginning in the second century and extending to the fifth century, with particular emphasis on John Chrysostom and Augustine. Attention will be given to reflection on and criticism of contemporary conditions in the sermons.

Winter term, 1974-75

Mr. Battles

B229 Hus and Wyclif: Pre-Luther Radical Reform

Survey of the major religious reforms in Europe prior to Luther, with more detailed treatment of the theological innovations of John Wyclif and the significance of John Hus and the Czech reform movement. In addition, the seminar will study the controversy surrounding William of Ockham relative to transubstantiation and impanation.

Mr. Battles

B233 Studies in John Calvin

An introductory course in Calvin, the topic of which will be changed from year to year.

Spring term, 1974-75

Mr. Battles

**B240 The Problem of Unity in History and Theology:
Before the Reformation**

Mr. Battles

**B241 The Problem of Unity in History and Theology:
After the Reformation**

The divisions of the Church since the Reformation seen as problems both of doctrinal differences, and as non-theological and institutional. The stimulus to unity and movement towards a concept of unity and diversity in the Church.

Mr. Paul

B245 The Rise of Puritanism: England

The rise of Puritanism and Separatist movements in England and their seventeenth century development in Anglican, Presbyterian, Congregational, and Baptist forms of church worship.

Mr. Paul

B246 The Puritan Revolution and Christian Radicalism

The first sixty years of the 17th Century in England will be examined as the period of classical Protestant revolutionary activity. In particular, the course will study the relation of theology and politics in the Westminster Assembly, the place of apocalyptic in revolutionary thought, and the development of radical and conservative ecclesiastical groups in the cause of social and political reform.

Mr. Paul



B250 The Settlement of the Church in America

This course deals chronologically with the settlement of the Church in the American states, and with the origins of American pluralism.

Fall term, 1974-75

Mr. Paul

B251 The Rise of Puritanism: America

The causes that led to the Pilgrim and Puritan immigration in the early seventeenth century; the transplantation and development of Puritan thought and church styles in America.

B252 Jonathan Edwards

Sketch of Edwards' life and thought followed by an intensive study of his *Freedom of the Will*.

Mr. Gerstner

B255 American Theology

The Puritan theology culminating in Edwards. Subsequent developments and reactions with special reference to Hopkinsianism, Taylorism and the Princeton School.

Fall term, 1974-75

Mr. Gerstner

B256 American Theology

Twentieth century American thought from Rauschenbusch to the present.

Spring term, 1974-75

Mr. Gerstner

B257 American Christianity and Social Issues

Traces the social and political implications of the Church's message, and the involvement of the Church from the period of the Great Awakening to the present.

Mr. Gerstner

B271 Faith and Order Seminar

Selected problems in Faith and Order discussed in association with seminarians at St. Vincent (Roman Catholic) Seminary, at Latrobe, Pa. This seminar involves student work in small groups and several plenary discussions at P.T.S. or St. Vincent.

Mr. Paul

B273 United Methodist History, Doctrine and Polity

Required of United Methodist students for graduation; elective for other students.

Mr. Chamberlin

B274 Roman Catholicism at Trent and Later

The historico-theological development of modern Roman Catholicism. Especial study of the canons of the Council of Trent.

Fall term, 1974-75

Mr. Gerstner

B275 The Church and Its Ministry

A biblical, historical and theological critique of the ecclesiological problem, and of ministry and ordination.

Fall term, 1974-75

Mr. Paul

B276 Major Sects

Jehovah's Witnesses, Mormonism, Christian Science and other groups compared with traditional Christianity. Resemblances and differences noted.

Spring term, 1974-75

Mr. Gerstner

B278 The Twentieth Century of P.T. Forsyth

The basic material for this course will be the provocative and prophetic thinking of Peter Taylor Forsyth, and the theological issues that he discerned would be particularly crucial for the twentieth century.

Mr. Paul

B299 Advanced Reading and Research in Church History

Guided reading and research in sources of church history. Subjects for study will be determined in conference with the instructor. Permission of the instructor is necessary for registration.

Staff

B200 Independent Study in Church History

Staff

P210 Critique of Sources

An introduction to external and internal critique of sources, critique of literature, interpretation, combination, and the use of non-verbal sources. The course is designed primarily for advanced students in the theological disciplines and for those who are in the program of study leading toward theological librarianship. Offered alternate years.

Mr. Battles

P270 The Documents of Vatican II In Historical Perspective

This course will concentrate attention on the drafting, promulgation, and implementation of the dogmatic constitutions, declarations, and other utterances of Vatican II (1962-65).

Mr. Battles



SYSTEMATIC THEOLOGY

A311 Introduction to Theological Work

Outline of the need for and tasks of the various theological disciplines, with special emphasis on the distinctive questions and procedures of systematic theology. Building a basic vocabulary of theological and philosophical terms, analysis of the functions of Scripture, creeds, non-theological knowledge, and reason in theological arguments, studying selected texts. Introduction to various resources for theological work such as theological dictionaries and encyclopedias, periodicals and classic systems of Christian doctrine.

Mr. Kehm

A312 Methodology and Doctrine In Systematic Theology

An introduction to the methodological foundation of systems in Christian theology through a comparative investigation of the systematic treatment of Christian doctrine. A study of the way in which the methodological basis and structure of systems of theology determines the form and content of the doctrines explicated therein.

Mr. Nelson

A314 Problems of Christian Belief

A course to help the student in thinking through some of the problems he may have with items of Christian belief ordinarily **taken for granted** as the presuppositions of theology. Such items may include arguments for belief in God (and what we mean by "God"), the centrality and uniqueness of Christ, the relation of faith to the Church (in the light of current criticisms of institutional churches), and the relation of faith to social and political issues. Since discussion of the bases for belief is inseparable from questions about the content of belief, the course will also serve as an introduction to theology.

Mr. Wiest

A315 Kierkegaard and Bultmann

An introduction to the questions raised for systematic theology by the tradition of Christian existentialism as found in two of its chief proponents. Areas of specific concern: the relationship between faith and history; the personal self and the communal self; the understanding of truth as a way of being.

Spring term, 1974-75

Mr. Nelson

A316 The Apostle's Creed

A survey of Christian doctrines which seeks to interpret the message of the Creed for the church in a revolutionary age.

Fall term, 1974-75

Mr. Cochrane



A317 Christian Theology in Outline

A contemporary restatement of the main doctrines of Christian faith, with special emphasis on the question of biblical authority and the way in which Scripture can and should control the content of Christian theology.

Fall term, 1974-75

Mr. Kehm

A318 20th Century Protestant Theology

A survey introduction to the major issues and developments in Christian theology in the 20th Century. A look at some of the major theological options offered in the last half century, including the social gospel, neo-orthodoxy, American liberalism, death of God theology, Black theology, the theology of hope, and the new charismatic spiritualism. Readings in Rauschenbusch, Barth, Bultmann, Niebuhr, Tillich, Wieman, Hartshorn, Hamilton, Cone, Motmann, et al.

Mr. Nelson



B331 God and the World

A restatement of the doctrines of God, creation, and providence in light of recent analyses of the roots of the question of God in human existence; experiential aspects of man's relationship to God; revelation as a "paradigmatic event", Jesus as the revelation of God; social mediation of revelation in "the Church"; and the conceptions of God as person, "eternal," "all-powerful," "all-knowing," "ruler of history," etc. as interpreted in process theology.

Mr. Wiest and Mr. Kehm

B332 Man and Sin

This course will offer a theological anthropology in relation to various idealistic, existentialist and scientific views of the origin and destiny of man. In the light of creation and redemption man's sin and misery will be explored.

Mr. Cochrane

B333 Christology

A Seminar designed to help the student understand the basic issues and to work toward his or her own formulation, in response especially to some contemporary reinterpretations of the meanings of Jesus Christ.

Mr. Wiest

B334 The Spirit and the Church

Taking into account contemporary works of Roman Catholic and Protestant theologians, the person and work of the Holy Spirit will be studied in relation to the reality, upbuilding and mission of the one, holy, catholic and apostolic Church.

Mr. Cochrane

B335 The Christian Doctrine of Salvation Against The Background of its Ideological Competitors

An analysis of the meaning of the terms salvation, justification, and sanctification in the history of Christian theology. An attempt to view Christian theology as the explication of a salvation system. A comparative study of competitive salvation systems, particularly Marxism, gnosticism, evolutionary progressivism and technologism.

Mr. Nelson

B336 Eschatology and the Theology of the Future

A study of the meaning of the term "future" in the phrases "relative historical future" and "absolute eschatological future," and an examination of the suggestion that the "future," in both of these senses is, or can be, or should be casually related to the present social and political activity of Christians.

Spring term, 1974-75

Mr. Nelson

B337 Faith and Reality

A study of the nature of Christian faith: its intentional object, the conditions for its coming into being, the kind of "act" it is, its essential expressions, etc. Special attention will be given to the reciprocal relation of the view of reality founded by faith and the distinctive kind of community that mediates the realities upon which faith depends.

Spring term, 1974-75

Mr. Kehm

B340 Major Christian Theologians: Paul Tillich

A study of Tillich's approach to systematic theology with an emphasis on both his method and the content of his thought. The course will focus on the way in which Tillich presents traditional Christian doctrines.

Spring term, 1974-75

Mr. Wiest

B342 Major Christian Theologians: Bonhoeffer

Readings and discussion of ideas from Bonhoeffer's writings, with emphasis upon the development of the student's own theological thinking in response to these ideas.

Mr. Cochrane

B343 Major Christian Theologians: Martin Luther

Readings in Luther's works, focusing upon the problem of authority in relation to reason, Scripture, the church and the secular order. Special attention to his concept of "the Gospel" and its authority for theology and ethics.

Mr. Kehm

B344 Major Christian Theologians: Karl Barth

The seminar will consist of an introduction to the exegetical, homiletical, dogmatic, historical, and political writings of Karl Barth, followed by an intensive study of a particular doctrine selected by the class.

Spring term, 1974-75

Mr. Cochrane

B345 Major Christian Theologians: Soren Kierkegaard

A Seminar in which the ethical, religious and Christian works of Kierkegaard are studied and his influence upon contemporary Protestant thought is appraised.

Mr. Cochrane

B355 The Doctrine of the Church

A critical study of the doctrine of the church in contemporary Roman Catholic and Protestant theologies.

Mr. Cochrane

B356 The Lord's Supper

A reexamination of the meaning of eating and drinking with Jesus in the light of Scripture and Church tradition.

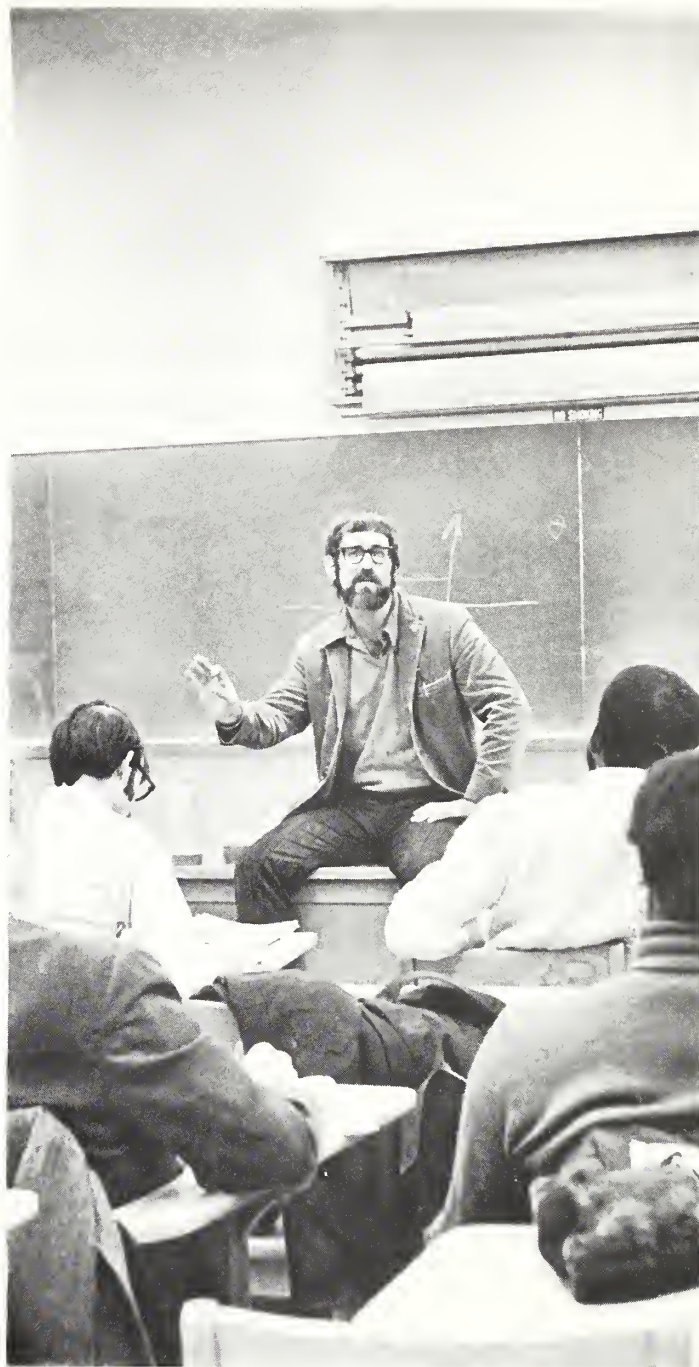
Spring term, 1974-75

Mr. Cochrane

B360 Hermeneutical Theory

A study of the hermeneutical theories of Schleiermacher, Bultmann, Gadamer, the "new hermeneutic," and Paul Ricoeur, with special attention to their contribution to the problem of "retrieving" the meaning of the Gospel from its biblical expressions.

Mr. Kehm



B363 The Path of Protestant Theology from Schleiermacher to Troeltsch

Attention will be focused upon Schleiermacher and his followers and the impact of the rise of historical thought upon theology.

Mr. Kehm

B364 The Path of Protestant Theology from Barth to Pannenberg

The "neo-orthodox" reaction to the heritage of nineteenth century continental theology; the positive proposals of Barth, Tillich and Bultmann; the reappearance of problems connected with the theme, "faith and history"; and the proposals of Ebeling, Moltmann, Pannenberg and some American theologians with respect to these problems.

Mr. Kehm

B365 The Reality of Evil

A study of the ways in which evil has been described and conceptualized in contemporary literature and theology. Readings in Barth, Tillich, Ricoeur, Sartre, Camus, Brecht, Vonnegut, Ralph Ellison and Richard Rubenstein.

Fall term, 1974-75 Mr. Kehm

B366 Liberty and Liberation

An analysis of some of the meanings which "freedom" ("liberty") has in Christian theology and ethics, with comparisons between these and other current philosophical/cultural meanings (e.g. in various "liberation" movements). Consideration will be given to such traditional problems as freedom vs. determinism, freedom and grace; and to the function of freedom as a normative concept in Christian ethics.

Spring term, 1974-75 Mr. Wiest

B368 Advanced Seminar in Theological Method

An in-depth study of basic presuppositional questions in the doing of systematic theology as these questions are answered in some major theological systems. Special attention to these issues: authority, epistemology, language reference, the nature of religious experience and the internal relation of doctrines in theological systems. Readings in Feurbach, Karl Barth, Reinhold Niebuhr, Paul Tillich, et al.

Mr. Nelson

B369 The Canon

A study of the criteria of canonicity that should govern the church's decision today concerning which books it can acknowledge as "Holy Scriptures." Earlier decisions of the church will be re-examined. A variety of proposals regarding the "limits" of the canon will be examined in workshop sessions devoted to books from the Old and New testaments, the Apocrypha, the Apostolic Fathers, and recently discovered "Gnostic" gospels. Implications for systematic theology and biblical exegesis will be developed.

Winter term, 1974-75

Mr. Kehm

B381 Theological Readings in Latin

After a brief review of Latin grammar (if necessary) the student will be permitted to choose texts from the early, medieval, or Reformation period of Church history, according to his interest or need. (One hour credit)

Spring term, 1974-75

Mr. Battles

B382 Theological Readings in German

Readings in relatively recent German theological works, such as Karl Barth's *Die Christliche Lehre nach dem Heidelberger Katechismus*. (One hour credit)

Fall term, 1974-75

Mr. Gerstner

B383 Theological Readings in French

Contemporary theological and historical literature: Etienne Gilson, Jacques Maritain, and others. (One hour credit)

Offered on request Mr. Gerstner and Mr. Battles

B393 Theology and Communication in the Culture

Identical to B593

Spring term, 1974-75

Mr. Nelson and Mr. Ezzell

B399 Guided Reading and Research In Systematic Theology

B300 Independent Study in History and Theology

D391 Community and Congregational Issues

Fall term, 1974-75

Staff



Mr. Nicholson

THE CHURCH AND MINISTRY DIVISION

Mr. Wiest

Mr. Bald
Mr. Buttrick
Mr. Chamberlin
Mr. Ezzell
Mr. G. Jackson
Ms. Likins
Mr. Nicholson
Mr. Paylor
Mr. Roberts
Mr. Scott
Mr. Stone
Mr. Wiest

Mr. Bald

Mr. Chamberlin

Mr. Buttrick

Mr. Scott

Mr. Stone

The focus of the academic study in the Church and Ministry Division is on the practice of Christian faith. Theory and practice were definitively united for all time in the incarnation, ministry, death and resurrection of Jesus the Christ. As humble servants of the living Lord it is the responsibility of students and professors in this area to learn how Christian theory and Christian practice are united in ministry to the world.

Consequently the Church and Ministry Division (C & M) is engaged in the critical study of the professional ministry and the institutional church so that these servants can practice a ministry that liberates humanity from sin and selfishness to the proper freedom of children of God.

Attempting to honor the injunction to be “wise as serpents and innocent as doves” the Division recognizes that ministry by both professional and lay persons in the church requires knowledge and skills of social strategies, life styles, language patterns, counseling techniques, educational models, and administrative systems appropriate to the Gospel in the brave and threatening new world of the late 20th century.



Ms. Likins

Mr. Paylor

Mr. Ezzell

Mr. Roberts

Mr. G. Jackson

ETHICS

A411 Introduction To Social Ethics

An introduction to the theological and philosophical issues in contemporary Christian social thought. Focus on the ethics of the church as a social institution and Christian political theology.

Fall term, 1974-75

Mr. Stone

A412 Christian Ethical Decision

A preliminary examination of the ways in which responsible Christian commitment may be expressed in the face of the moral crises that continually occur in personal and social life.

Fall term, 1974-75

Mr. Bald

A416 Political and Economic Issues in Christian Perspective

An introduction to the study of social ethics through the analysis of contemporary political and economic problems. Issues of the methodology of social ethics will be examined in the light of current struggles for power and justice. The Christian response will be focused on the issues of the limits to growth debate, the ruling class hypothesis of American society, military capitalism, amnesty and political corruption. The course will examine both local and national issues while elaborating the outlines of a Christian ethic.

Spring term, 1974-75

Mr. Stone

A417 Biblical Ethics

A study of the teachings of the Old and New Testaments which provide basic norms for Christian personal and social morality.

Mr. Bald

B421 The Social Teachings of the Christian Churches

Study of selected positions in the history of the churches' social teaching from the NT to the end of the nineteenth century. Focus on the issues of Christ and culture, church and state, the Christian and war.

Fall term, 1974-75

Mr. Stone

B422 Moral Issues in International Politics

The perennial problems of Christian ethics and international politics; the theory of international politics; the moral issues raised by nuclear armaments; particular case studies in United States foreign policy.

Mr. Stone

B423 The Ideal Society

A study of Utopianism, as seen in selected Christian and non-Christian sources, in relation to its possible contributions to the creation or reformation of the structures of society.

Mr. Bald

B424 Seminar in Contemporary Ethical Thought

Discussion of selected readings from contemporary Protestant and Roman Catholic ethicists, such as R. Niebuhr, K. Barth, E. Brunner, H.R. Niebuhr, R. Ramsey, P. Lehmann, D. Bonhoeffer, G. Winter, J. Gustafson, K. Rahner, B. Haering, J. Maritain, J.C. Murray.

Mr. Wiest

B425 The Thought of Reinhold Niebuhr

A detailed examination of *The Nature and Destiny of Man* and the study of Reinhold Niebuhr's political and social writings.

Mr. Stone

B426 Christian Ethics and Revolution

The seminar is focused on the analysis of the concepts and problems of radical social change, and on the examination of Christian responses to movements of revolution and counter-revolution.

Mr. Stone and Mr. Wiest

B428 Seminar in Selected Social Issues

An interdisciplinary course, with faculty and students from such non-theological fields as business, economics, law and medicine.

Mr. Wiest and Mr. Stone

B429 Towards the Creation of a Christian Social Ethic

Using methods illustrated in the theological and social thought of Reinhold Niebuhr and William Temple, an attempt will be made to assist in the discovery of how Christian faith determines the approach to be made by Christians and the Christian community to the identification of the moral problems of society and their possible solution.

Mr. Bald

B430 Seminar in Selected Ethical Issues

The seminar will examine the concepts and problems of love, power, justice, law, social change, civil disobedience, violence, non-violence, Christian norms and church and state in the ethics of Martin Luther King, Jr. and Reinhold Niebuhr. The seminar will orient itself to the process of black-white dialogue, confrontation and reconciliation in the framework of Christian theological study.

Mr. Stone and Mr. Wiest

B431 Christian and Humanistic Ethics

A comparison will be made between Christian ethics and other forms of moral thought with a view to the definition of areas in which both may share in the effort to determine and achieve moral goals suitable in a pluralistic society.

Mr. Bald

B432 The Church as Ethical Agent

An examination of the implications of the doctrine of the Church for the question of the function of the Church in relation to moral issues in contemporary society. The problem of whether, why, and how the Church is to regard itself as agent for the realization of a Christian social ethic will be addressed.

Fall term, 1974-75

Mr. Bald

B433 Christian Ethics in Roman Catholic Thought

The ethical writings of St. Thomas Aquinas as they have helped to shape Roman Catholic moral teaching will be explored together with some contemporary writings from within that tradition. An objective for the course will be to develop appreciation for common ground as well as differences between this ethical tradition and that of Protestantism.

Mr. Bald

P444 Law, Theology and Ethics

Reading and discussion of selected topics within two of the following areas: (1) comparisons and contrasts between jurisprudential and theological concepts and ways of thinking; relations between law, morality and religion; (2) ethical issues such as civil disobedience, punishment, laws regarding sexual behavior, censorship, problems in church-state relations, professional ethics.

Mr. Wiest

FAITH AND CULTURE SOCIOLOGY OF RELIGION

A511 Sociology of Religion

A presentation of the salient points in the theories of classical thinkers in the sociology of religion such as Weber, Durkheim and Troeltsch. Contemporary commentators and current problems will also be examined. This course meets the requirements in sociological foundations of ministry.

Fall term, 1974-75

Mr. Roberts

A512 Religion and Society

An investigation of the dynamics operative between religious consciousness and societal maintenance. How is religion functional or dysfunctional? How can religion be the vehicle for social change or maintenance of the status quo? Various other problems related to these questions will be explored.

Mr. Roberts

A515 Introduction to the Religions of the World

A study of faith and values in various cultures. The focus will be on the phenomenon of religion and on the methodology for the critical study of religion. It will also consider the impact of Asian and African religions on the West and the process of the indigenization of Christianity in the non-Western world.

Fall term, 1974-75

Mr. Roberts and Mr. Stone

A516 Introduction to the Religions of the World

Continuation of A515

Spring term, 1974-75

Mr. Roberts and Mr. Stone

B520 Women and the Church

The course will deal with the women's liberation struggle in both church and society. Students will select topics of special interest for intensive study and presentation. Women's contributions to theological studies will be emphasized.

Ms. Likins

B531 Blackness and the Church

This course will make solid inquiry into the meaning and utility of blackness. It will assess the concept terms of its inescapable challenges to the individual Christian. The course will consider definitions of "black church" and "white church." It will then study role functions of these institutions in (a) acceptance of blackness as an authentic church challenge, (b) implementing a new concept of the meaning and mission of the Church in terms of the new black thrust, and (c) crusading for Christ through service to man in unpopular, uncharted and controversial domains. Students will be involved in studying literature germane to blackness and the Church. While some books not commonly used will be explored as resources, there will also be considerable use of periodical literature.

Mr. Dixon





B542 The Black Religious Community: Historico-Ethical Perspectives

An examination of certain historical realities of the Black religious community in its major periods of development from Revolutionary times to contemporary struggles and the attendant ethical responses it has made to these realities, e.g., accommodation or protest?

Fall term, 1974-75

Mr. Roberts

B543 Sociology of Knowledge

An exploration of the relationships between cognition and societal frameworks. The sociology of knowledge will be defined and explicated as it has been formulated in the writings of Mannheim, Berger and other thinkers.

Spring term, 1974-75

Mr. Roberts

B551 Christian Faith and Contemporary Literature

A study of the relationship between Christian faith and themes in contemporary literature. Works by a number of modern writers including Sartre, Updike, Beckett, Pynchon and Ionesco will be read and discussed.

Mr. Buttrick

B593 Theology and Communication in the Culture

A study of the forms in which essential human drives, desires, guilts and frustrations manifest themselves in contemporary American culture. An examination of the ways in which these cultural expressions might inform and facilitate the communication of the Gospel to contemporary Americans. An explication of the insights which a critical Christian theology might bring to this task. Some of the cultural phenomena to be studied are the film advertising, television, professional sports, popular magazines and certain forms of popular and folk music.

Spring term, 1974-75

Mr. Ezzell and Mr. Nelson

D591 Community and Congregational Issues

Fall term, 1974-75

Staff

CHURCH MISSION AND ORDER

A611 Images and Issues of Ministry

One's preparation for ministry depends upon one's view of ministry. This course, which is designed primarily for juniors, provides an opportunity for a broad review of the varied forms of ministry which characterize contemporary Christianity. In addition to reexamining the views among students, various members of the Seminary faculty will share a series of dialogues on what ministry means to them, and several pastors engaged in diverse patterns of work will meet with the class. Through small seminar discussions and reading in the current literature on ministry, the course may help each student to clarify the direction of his own preparation for the ministry.

Mr. Chamberlin

A612 Foundations of Ministry

A middler seminar designed to unite practical experience in ministry with sustained reflection on that experience. The emphasis is on discovering what the practices of churches are rather than leaping to conclusions about what they should be. All seminar participants work in congregations or other ministries.

Fall and Spring term, 1974-75

Staff

A615 Student Pastor Seminar

This seminar is designed for students serving as pastors of congregations. It is expected that the relationship between the student and the congregation will have been arranged by the Field Education Office and/or the judicatory in which the pastorate is located. Members of the seminar will attend weekly sessions. Assignments and projects will focus on issues and needs related to the parish situations. Judicatory appointed supervisors will attend training seminars.

Mr. Scott

A621 Life and Work of the United Presbyterian Church

The course is designed to help those who serve in church vocations within the United Presbyterian Church, especially pastors and directors of Christian education. Attention is directed to the life and work of the United Presbyterian Church as it appears through Presbyterian history, and as it appears today in United Presbyterian organization and administration at all levels, especially at the parish level.

A622 Polity and Program of the United Presbyterian Church

An introduction to the polity and program of the United Presbyterian Church, designed in part to help United Presbyterian students to prepare for denominational examinations in that field.

Fall term, 1974-75

Mr. Scott



A630 Church Administration

The course will focus on the theological basis of church administration, the parish as a voluntary organization, theories and practices of church administration and data gathering processes. Because the class will be using the case study method, it is necessary that participants be in a concurrent field situation.

Fall term, 1974-75

Mr. Scott

D615 Church Administration [stage 2]

Through the use of case study and other experience-based methodologies, candidates will work to clarify and implement the mode of administrative leadership needed in the immediate administrative environment. The focus will be on such issues as the self-understanding of the administrator, determination of mission, communication, planning processes, conflict management and personnel evaluation.

Fall and Spring terms, 1974-75

Staff

D625 Church Administration [stage 3]

This seminar is fashioned around the specific needs of candidates that have prompted the suggestion for further work in administration; thus, the purpose is to help candidates focus on areas of administrative need as well as continue to develop areas of administrative strength. Particular emphasis is placed on the planning process and personnel evaluation, including that of the minister.

Offered on request

Mr. Scott

D635 Advanced Seminar in Church Administration [stage 3]

An opportunity for those who have demonstrated competence in the area to do advanced work. Issues dealt with vary according to the interests of the candidates.

Offered on request

Mr. Scott

WORSHIP AND HOMILETICS

A701 The Worship of the Church

The course will study the history of Christian worship, the doctrine of the Sacraments, as well as current forms of worship. Symbolism, church architecture and *The Worshipbook* of the UPCUSA will be analyzed and discussed.

Fall term, 1974-75

Mr. Buttrick

A704 Hymnology

An analytical and historical study of the great hymns and tunes of the Christian Church. Consideration of the qualities of a good hymn. Practical and effective use of the hymnal.

Mr. Battles

A707 Church Music

A711 Homiletics: A General Introduction

The class will include lectures, discussion, and workshop sessions in which the task of preaching will be examined, as it relates to hermeneutical, theological and cultural questions. The process of moving from text to sermon will be analyzed in depth with attention to structure and meaning, style, language systems, etc.

Fall and Spring terms, 1974-75 Mr. Buttrick and Mr. Ezzell

B731 Preaching and Theological Understanding

A study of the ways in which theological understanding may shape biblical interpretation during the preparation of sermons, and may influence structure, style and metaphor in the language of preaching.

Fall term, 1974-75

Mr. Buttrick



B732 Advanced Homiletical Theory and Practice

The course will be an attempt to get beyond the current impasse in homiletical literature and to address the poverty of the pulpit in fresh, constructive ways. Each student will be required to produce a major constructive theory of preaching and sermons expressive of that theoretical understanding.

Spring term, 1974-75

Mr. Ezzell

B733 Black Preaching

This course will attempt to: (1) trace the historic development of Black Preaching as a significant factor relative to the development of the Black Church and Community; (2) to critically analyze the style, content and structure of Black Preaching, utilizing recordings, tapes and actual worship experiences; (3) to understand what are the unique contributions of this medium relative to Christian theology and ethics as interpreted and understood in the context of the Black Church experience. While this course is aimed primarily at Black students' needs, all students will find this course helpful in the homiletic development and understanding of Black Religion as a significant aspect of the Christian Church Community.

Spring term, 1974-75

Mr. Pugh

B734 New Testament Rhetoric and Homiletic Theory

An advanced study of the relationship between sermon language and structure and several forms of NT rhetoric—narrative, parable, controversy, apocalypse, etc.—examining the homiletical and theological problems posed.

Spring term, 1974-75

Mr. Buttrick

B751 Homiletics Practicum

The course will combine seminar discussion with the preparation and delivery of sermons, and is designed to lead students beyond introductory homiletics to a more sophisticated understanding of the preacher's task. In small sections students will preach twice during the semester, as well as participating in detailed homiletical analysis.

Homiletics Faculty

B761 Preaching from Romans

An exegetical analysis of Paul's most influential epistle. The course will attempt to provide the student with a comprehensive understanding of the style and structure of Paul's argument and the homiletical possibilities it presents. Special attention will be given to the hermeneutical problems attendant to such prominent Pauline concepts as faith, grace and law, as well as the formidably forensic character of Paul's language and thought.

Fall term, 1974-75

Mr. Ezzell

B791 Preaching from the Old Testament

The course will provide an introduction to the special problems and possibilities offered by OT preaching, including the discussion of how to use the principles of OT interpretation for homiletical purposes and experience in the preparation of sermons on different types of passages.

Spring term, 1974-75

Mr. Ezzell and Mr. Gowan

B793 New Testament Passages

This interdivisional course will study various types of NT passages from an exegetical, homiletical and hermeneutical point of view.

Mr. Buttrick and Mr. Orr

D715 Communications/Homiletics [stage 2]

Inductive methodologies are employed to examine actual preaching as it occurs in the candidate's ministry.

Fall and Spring terms, 1974-75

Staff

D725 Communications/Homiletics [stage 3]

The seminar deals with the areas in which participants need to do more work as these needs have been identified in D715.

Offered on request

Staff

D735 Advanced Seminar in Homiletics [stage 3]

The seminar is primarily a workshop in which sermons will be built inductively in class. Emphasis is on the use of imagination in preaching and the correlation of biblical and theological understanding with contemporary self-understanding and experience. Particular attention is also given to the tension between the Kerygmatic (proclamatory) and the rhetorical (persuasive) components in preaching.

Offered on request

Mr. Ezzell

EDUCATION

A811 The Discussion Method: Theory and Practice

On many occasions a minister is responsible for "leading discussion" as well as for helping others develop their responsibility in the administrative, educational and group work activities of a congregation. This course will focus on a study of the different types of discussion, the factors which determine their appropriate use, and the development of skill in conducting discussion of the various types.

Mr. Chamberlin

A813 Education and the Black Church

A consideration of the internal and external educational opportunities and obligations of the Black church. An explanation of the history and objectives of higher education in America, including a study of racism in American colleges and universities, and a study of public and private Black colleges. In addition, the course will consider how the Black church can educate its in-house personnel for more effective service to Black needs.

Mr. Dixon

A814 Moral Education in the Church

The course will explore recent developments in research concerning the development of values in young persons and adults. Most particularly the work of Kohlberg, Rokeach and Festinger, as it relates to planned educational experience for children, youth and adults. It will also deal with the ways in which justice is perceived and the level of value perception raised.

Ms. Likins

A815 Youth Ministry

Philosophy and practice of ministry with youth in the local church. The span of concern will cover early adolescents through young adult. Areas to be covered include: strategies and models for a variety of ministries; resources and methods for ministry; confirmation/commissioning; teaching and curriculum building; program planning and design; adolescent development; worship/celebration; arenas for mission; and mission involvement of youth.

Youth Relations Unit Staff, UPCUSA

B821 The Churches and Public Education

Significant new challenges confront the churches as they attempt to adjust to the changes taking place in general education. The historical relation between churches and public schools, the legal issues involved, the study of religion in secular schools, and the present relation of churches to higher education—all of these will be examined in preparation for understanding and designing what churches may do in the new situation.

Mr. Chamberlin

B822 Church Education Programming

This course will examine the responsibilities of the Minister of Christian Education, or the Assistant Minister responsible for Christian Education, by reviewing patterns of local church-staff relationships, the complex processes of church education with emphasis on the skills of evaluation, program planning, teacher development, and administration within the framework of contemporary Protestant congregational structures. Students plan the specific content and sequence of the course.

Mr. Chamberlin

B823 Church and Education

In introduction to the field of education and the basis of the concern Christians have for general as well as church education. The course assumes that students have a basic theological, biblical, and historical background so that attention can be given to clarifying how these relate to their future educational responsibilities. Special attention is given to present patterns of church education and how they are developed. Crucial educational issues are examined in helping each student to clarify and articulate his own philosophy of education. Readings, observations and projects are incorporated in the semester's work.

Mr. Chamberlin

B825 New Models for Church Education

Many new currents of educational thought and practice are sweeping across the field of education. What is the significance of these currents for church education? All educational activities express some "model" of what education should be and do. The "models" presently employed by educational institutions will be examined and evaluated, and new "models" will be analyzed for their possible contribution to church education.

Spring term, 1974-75

Mr. Chamberlin

D815 Church Education [stage 2]

An examination of educational philosophy, program and methodologies as these are evidenced in the candidate's ministry.

Fall and Spring terms, 1974-75

Staff

D825 Church Education [stage 3]

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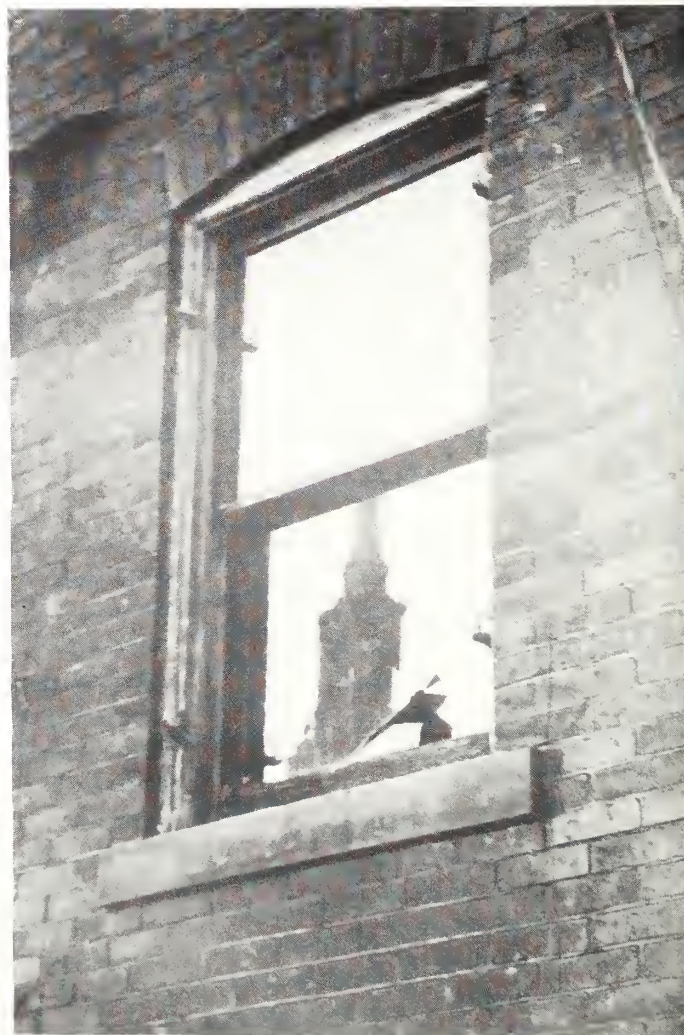
likins or Mr. Chamberlin

D835 Advanced Seminar in Church Education

Attention is concentrated on an educational activity for which each candidate has responsibility in his/her present position. These activities are carefully analyzed, closely monitored, and systematically evaluated in order to develop skill in discerning and dealing responsibly with all the dimensions of an educational occasion.

Offered on request

Ms. Likins or Mr. Chamberlin





PASTORAL CARE

A911 Psychological Foundations of Ministry

This course will trace human development along lines set forth by Freud and radically expanded by Erickson. With Erickson the transitional figure, the course will stress developments in ego psychology as especially helpful to the practice of ministry. The third section of the course will analyze communal components, deal with group theory, and explore implications for ministry. Theological material will be part of the data of the course, especially process theology.

Fall term, 1974-75

Mr. G. Jackson

A912 Pastoral Care: An Introduction

The case study method will be utilized in order to present students with the actual complexities of pastoral care situations in order to develop the capacity to think in an analytical fashion about them. An equally important function of the cases will be to demonstrate processes of pastoral care which highlight issues of pastoral identity.

Spring term, 1974-75

Mr. G. Jackson

A913 Spiritual Formation

Employing theological and psychological insights and concepts, this course will focus on the question: How is the Christian faith internalized? In addition to readings, lectures and discussions, teams of students will observe and study how selected Christian and other religious groups 'seem' to develop their spiritual forms.

Mr. G. Jackson

B923 Marital and Family Systems

Contemporary trends in marital and family systems theory will be presented. A practicum will be conducted to study the theory and to assist in raising issues related to styles of pastoral interventions conducive to growth in normal as well as conflicted marriages and families.

Mr. Paylor

B995 Human Sexuality

A study of the human person in his/her sexual being, sexual roles, sexual relationships. Topics such as sex outside of marriage and homosexuality will be included. The course will include biblical, theological, ethical and psychological materials.

Mr. Wiest, Ms. Likins and Mr. G. Jackson

M911 Developmental Theory of Personality

The age span is traced from prenatal influences and birth through the aging process, showing normal growth patterns, the abnormalities of neurotic and psychotic development and the relation of the person to the social milieu.

Fall term, 1974-75

Mr. Speers

M912 Group Process

This course deals with the theory and practice of group living. It will look at four theories of group process: Psychoanalytic, Ego-theory, Field Theory and Group Dynamics. Theological understanding of group living will be a major component of the course.

Mr. G. Jackson

M932 Theology and Psychology

The material of the entire program is pulled together in dialogue between theology and the human sciences, especially psychology and psychiatry. Such themes as God, man, sin, redemption are dealt with. Pastoral care, informed theologically and psychologically, becomes the vantage-point for taking a hard look at church programming: its relevance, its resources, etc. A primary concern is to ask what the Church can do in its supportive and preventive roles as well as in its redemptive and recreative roles.

Spring term, 1974-75

Mr. G. Jackson

M941 The Socio-Cultural Environment

This course deals with the ecological and cultural factors which make functional and dysfunctional contributions to personality and community development. It will emphasize the role of institutions (including the family) and power structures in their direct and indirect effect upon the individual.

M946 Counseling Seminar

Each student is required to work with four counselees, under supervision, and to participate in the presentation of case material.

Fall and Spring terms, 1974-75

Mr. G. Jackson

M947 Practicum With Children

This practicum is conducted at the Arsenal Child Study Center. Interpretive seminars are held regularly.

Spring term, 1974-75

Staff

D915 Pastoral Care [stage 2]

Case study approaches are utilized to develop and enhance competence in pastoral care and counseling.

Fall and Spring terms, 1974-75

Staff

D925 Pastoral Care [stage 3]

A seminar designed to deal with areas in which candidates need more work as these areas have been identified in D915.

Offered on request

Staff

D935 Advanced Case Seminar [stage 3]

A case seminar designed to enhance pastoral caring skills, deepen insight into psychological dynamics, and improve the management of the pastoral office. The inductive case approach is employed, including verbatims. A variety of pastoral situations is expected.

Offered on request

Mr. G. Jackson



ADMISSIONS, FINANCES, AND PROCEDURES

ADMISSIONS PROCEDURES

For M.Div. / M.A. Candidacy

Pittsburgh Theological Seminary offers work on the graduate level. It is presumed that the B.S. degree from a regionally accredited college or university, the degree work to have a substantial foundation in the liberal arts. It also assumes that the student is ready to approach theological education with an open searching attitude. Pittsburgh Seminary seeks that man or woman who is committed to the Christian faith, emotionally suited for work in the Church, and intellectually capable of the most rigorous kind of academic discipline.



Pre-Seminary Studies. College courses prior to theological seminary should provide the cultural and intellectual foundations essential to an effective theological education. They should issue in at least three broad kinds of attainment.

1. The college work of a pre-seminary student should result in the ability to use certain tools of the educated person:
 - (a) The ability to write and speak English clearly and correctly. This purpose should also be cultivated in all written work.
 - (b) The ability to think clearly. In some persons, this ability is cultivated through courses in philosophy or specifically in logic. In others it is cultivated by the use of scientific method, or by dealing with critical problems in connection with literary and historical documents.
 - (c) The ability to read at least one foreign language and in some circumstances more than one.
2. The college work of a pre-seminary student should result in increased understanding of the world in which he or she lives:
 - (a) The world of persons and ideas. This includes knowledge of English literature, philosophy and psychology.
 - (b) The world of nature. This is provided by knowledge of the natural sciences, including laboratory work.
 - (c) The world of human affairs. This is aided by knowledge of history and the social sciences.
3. The college work of a pre-seminary student should result in a sense of achievement:
 - (a) The ability to think, to see relationships, to follow out logical steps of an argument, to develop procedures for dealing with problems. This ability is achieved in part through independent study.
 - (b) The degree of mastery of a field of study is more important than the credits and grades which the student accumulates.

The American Association of Theological Schools has prepared a list of the fields of study with which the student should have acquaintance before beginning seminary work. The liberal arts background is felt to provide the best foundation for theological study. However, this in no way precludes seminary study for the student with a background in the sciences.

Foreign language is a tool of scholarship. At least one of the following languages is important for scholarly research: Latin, Greek, Hebrew, German, French. If Greek is selected, it should be taken in the final year of college or preferably in the last two years.

Some college background in religious studies is desirable. Included in such a study should be a thorough knowledge of the content of the Bible. The pre-seminary student may well seek counsel of the seminary in order to most profitably use the resources of a college.

Of the various possible areas of concentration, where areas of concentration are required, English, philosophy and history are regarded as the most desirable, and, where the department is strong, religion.

All of the foregoing should be seen as guidelines only. Pittsburgh Seminary does not wish to restrict applicants to a pre-determined program of studies at the undergraduate level and the position of its admissions office is that undergraduate should engage in those undergraduate studies which interest and excite them.

The Application Process. Candidates seeking degree candidacy may apply anytime after the junior year is completed. Applications for September entrance must be made prior to June 1; applications for January entrance must be made prior to December 1st. All correspondence concerning admissions to the Seminary should be addressed to the Director of Admissions. Applications are considered by the committee when the following credentials are submitted:

1. A formal application.
2. An official transcript from the registrar of the college or university, showing grades for at least three years of college work.
3. Mental capacity test. The Seminary normally will correspond with the applicant's college concerning a mental capacity test. If none is available, the applicant may be asked to take one under Seminary direction.
4. An extensive (500-1000 words) statement describing the applicant's family, educational, and religious background, placing particular emphasis upon motives for desiring to enter the Seminary and the ministry.
5. A personal interview with the Director of Admissions or another representative of the Seminary who may be designated by the Director of Admissions.
6. A battery of psychological tests may be required. These are the same tests that Presbytery requires of all candidates. They need to be taken only once.
7. A medical report on a form furnished by the Seminary.
8. Application fee. A check or money order for \$15.00 must accompany the application. This will be applied to the first semester's tuition. The application fee is not refundable.

After admission is granted and within thirty days of such notification, a \$35.00 placement fee is required to assure the applicant of a place in the new class. This fee is applied to the student's tuition and is not returnable except under extreme hardship and at the discretion of the Admissions Committee. A certification of the student's "intention to enroll" must accompany this fee.

Transfer Students. A student transferring from another seminary is required to submit, in addition to the foregoing, a complete transcript of previous seminary work and a letter of dismissal from the Dean or President. A transfer student must be in residence at Pittsburgh Seminary for a minimum of one full academic year in order to become a candidate for the M.Div. or M.A., two full years for the D.Min.

FOR JOINT DEGREE CANDIDACY

In each of the joint programs (M.Div./M.S.W., M.Div./M.P.A., M.Div./M.U.R.P., M.Div./M.L.S.) the candidate must apply and be admitted to both the seminary and the University of Pittsburgh. Normally, application is made to the University in the second year of the Seminary program.



FOR MASTER OF THEOLOGY CANDIDACY

Entrance into the Th.M. degree program presupposes an M.Div. degree or its equivalent from an accredited seminary or divinity school.

The Application Process. Candidates seeking the Th.M. degree may apply anytime after the second year of seminary studies. (Pittsburgh Seminary students who wish to enter the M.Div./Th.M. sequence should apply after the third semester of the M.Div. program.) Applications for September entrance must be made prior to June 1; applications are not accepted for January entrance. All correspondence concerning admission to the program should be addressed to the Director of Admissions. Applications are considered by the committee in early March and at regular intervals thereafter. The following credentials must be submitted:

1. A formal application.
2. Official transcripts for both college and seminary work.
3. Letters of reference.
4. A brief statement setting forth the applicant's reasons for wishing to pursue graduate work.
5. Application fee. A check or money order for \$15.00 must accompany the application. The fee is not refundable. (The application fee is waived for Pittsburgh Seminary students who wish to enter the M.Div./Th.M. sequence.)

Applications are acted upon by the Admissions Committee and the appropriate division of the faculty. After admission is granted and within thirty days of such notification, a \$35.00 placement fee is required. This fee is applied to the student's tuition and is not returnable except under extreme hardship. A certification of the student's "intention to enroll" must accompany this fee.

FOR DOCTOR OF MINISTRY CANDIDACY

Entrance into in-ministry D.Min. candidacy presupposes an M.Div. degree or its equivalent from an accredited seminary or divinity school. The applicant must be currently involved in a full time ministry situation and must be at least two years out of seminary. Applications must be made at least six months before the date of matriculation. All correspondence concerning admission to the program should be addressed to the Director of Admissions. The following credentials must be submitted:

1. A formal application.
2. Official transcripts for both college and seminary work as well as for any other post-high school academic work.
3. Information regarding participation in non-degree continuing education.
4. A statement (500-1000 words) outlining reasons for wishing to enter the D.Min. program at Pittsburgh Seminary, placing particular emphasis on the ways in which you feel the program will enhance your ministry.
5. A description (500-1000 words) of your current ministerial field.
6. A personal interview with the Director of Admissions or another representative of the Seminary who may be designated by the Director of Admissions.
7. Letters of reference.
8. Application fee. A check or money order for \$15.00 must accompany the application. The fee is not refundable.

After admission is granted by the Admissions Committee and within thirty days of such notification, a \$35.00 placement fee is required to assure the applicant of a place in the new class. This fee is not refundable except under extreme hardship and at the discretion of the Admissions Committee. A certificate of the student's "intention to enroll" must accompany this fee.

FOR DOCTOR OF PHILOSOPHY CANDIDACY

The Ph.D. degree program in the study of religion is a cooperative program offered by Pittsburgh Theological Seminary and the University of Pittsburgh. Since the degree is awarded by the University, application is made through University channels before it is reviewed by a joint Seminary-University committee.

Either a Master of Divinity degree, Master's degree in an appropriate field, or equivalent is required for admission to the program. If the applicant's major field is to be one normally taught by the University rather than by the Seminary, he or she should have had the equivalent of an undergraduate major, or have received the Master's degree in that field.

The Application Process. The following documents are required:

1. Official transcripts of all prior academic work.
2. Three letters of recommendation as specified on the application form.
3. Thesis, seminar paper, or other evidence of scholarly research experience.
4. Scores on (preferably) the Graduate Record Examination-verbal and quantitative (or alternatively) on the Miller Analogies Test.

Inquiries may be addressed to:
Coordinator, Ph.D. Program
Pittsburgh Theological Seminary
616 North Highland Avenue
Pittsburgh, Pennsylvania 15206

INTERNATIONAL STUDENTS

All applicants from outside the United States must secure endorsement of their study plans from the Program Agency of the United Presbyterian Church, U.S.A. or the World Council of Churches. Applicants whose native language is not English will be required to give evidence of proficiency in the English language before application will be considered. The application deadline for international students is March 1 for September entrance.

FINANCES

Tuition and Fees

Tuition

Candidates for the M.Div., M.A., and D.Min. degrees:	
\$45.00 per credit hour. Annual tuition based on twenty-seven credit hours.	\$1215.00
Candidates for the Th.M. degree:	
\$45.00 per credit hour. Tuition for the degree based on thirty hours, including thesis hours	1350.00
Candidates for the Ph.D. degree:	
\$44.00 per credit hour for Pennsylvania residents	
\$90.00 per credit hour for non-Pennsylvania residents	

University Courses:

Courses taken at area universities (University of Pittsburgh, Carnegie-Mellon University, Duquesne University), through the PCHE cross registration system are charged at Pittsburgh Theological Seminary tuition rates and tuition is paid to the seminary.

Fees

Matriculation fee, payable at registration:	\$ 35.00
Late registration fee:	5.00
Library fee (annual):	10.00
Student Association fee (annual):	4.00
Graduation fee:	10.00
Transcript fee: One copy of student's academic record will be provided without charge. A fee of \$1.00 will be charged for each additional transcript.	1.00

Room and Board

Room

Annual charge for residents of men's and women's dormitories	220.00
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Board

Estimated cost for residents of men's and women's dormitories	750.00
---	--------

Apartment Fees (per month)

The Highlander:	
twenty-three unfurnished apartments	
one-bedroom apartments	82.50
two-bedroom apartments	93.50
Fulton Hall:	
thirty-nine furnished apartments	
efficiency apartments	60.50
one-bedroom apartments	77.00
Anderson Hall:	
twelve unfurnished apartments	
two-bedroom apartments	99.00
three-bedroom apartments	110.00
McMillan Hall:	
nineteen unfurnished apartments	
one-bedroom apartments	88.00
two-bedroom apartments	99.00
three-bedroom apartments	110.00
four-bedroom apartments	132.00
Fisher Hall:	
four furnished apartments	
one-bedroom apartments	77.00
Sheridan Apartments	
six unfurnished apartments	
one-bedroom apartments	57.75
two-bedroom apartments	63.25
Duplex Apartments:	
five unfurnished apartments	60.50-77.00

Fees for apartment occupancy are payable monthly. A \$5.00 assessment will be added to all accounts not paid by the tenth of the month. Applications for apartments should be made as early as possible.

A deposit of \$50.00, payable upon notification of assignment, is required of all those living in Seminary apartments. The deposit will be returned after satisfactory inspection at the time the apartment is vacated.

Incidental Expenses

Books

Approximate cost for one year \$ 175.00

Hospitalization Insurance

Approximate cost depending upon coverage \$36.00-180.00

Payment of Fees

All academic fees and expenses are payable in advance on the opening day of each semester. When necessary, arrangements for a payment plan to cover a semester's expenses may be made at the Business Office on the first day of each term, permitting four (4) equal payments: one-fourth on the first day of the term, and the balance due at the beginning of the fourth, eighth, and twelfth weeks respectively. There is no carrying charge of \$5.00 for the deferred payment plan. Failure to pay any deferred payment within ten days from the date due will incur a penalty of 1% of the amount due.

Settlement of all Seminary bills is required before registration for a new semester, and before graduation or the release of official transcripts.

Seminary Meals

Residents of the men's and women's dormitories may wish to eat some meals in the Seminary dining hall. Breakfast and lunch are served Monday through Friday. The dining hall is closed evenings, weekends and holidays which are scheduled on the Seminary calendar. Kitchen facilities are available for students who wish to prepare their own meals; several restaurants are located close to the campus.

Tuition Refunds on Courses Dropped

First week of semester, \$1.00 withheld for each credit hour. Balance refunded.

Second to seventh week, one-half refunded.

Seventh week on, no refund.

Medical and Hospitalization Insurance

Students are required to be insured by medical and hospitalization insurance acceptable to the Seminary. All students who are registered as full-time students are eligible for such insurance under a group student policy issued by Minister's Life and Casualty Company. Detailed information concerning premiums and benefit may be secured at the Business Office.

Total Cost

The total cost for one academic year, based upon a survey of actual student expenditures at Pittsburgh Seminary, is approximately \$2,800 for an unmarried student and \$4,000 for a married student without children, depending on the variation in rentals. The cost for a married student having children is correspondingly higher. These totals include expenses for clothing, laundering and cleaning, medical and dental care not covered by hospitalization insurance, incidentals and recreation, as well as tuition, fees (hospitalization insurance premiums included), board, room and books. Not included are automobile operating costs, payments on purchases, life insurance premiums, repayment of indebtedness and expenses for travel to and from the Seminary.





W. Douglas Mitchell

FINANCIAL AID

Pittsburgh Theological Seminary provides financial aid from endowed and general funds for students who demonstrate that their resources are not sufficient to meet Seminary expenses. It is assumed that the student will make every effort toward self-support within the restrictions of time imposed by his or her program of studies. However, the Seminary is aware that many students will evidence financial need which exceeds their resources. Accordingly, financial aid is provided solely on the basis of demonstrated need. Once a student is admitted to degree candidacy, the Seminary makes every effort to see that he or she need not discontinue studies for financial reasons.

Students who anticipate financial need are asked to submit a financial aid application. The application will include a listing of the financial resources and amounts which are available to the student. The student's total resources will then be applied against a guaranteed income figure set by the Financial Aid Committee. A Financial Aid Package will be arranged which will make up the difference between the student's resources and the guaranteed income figure. Consultation between the Financial Aid Officer and the applicant may be arranged to insure a realistic financial plan.

It is expected that students will apply their total financial resources to the cost of seminary education. The following items should be considered:

1. **Savings.** The amount of a student's savings to be applied to Seminary expenses is expected to be a pro-rated share of the total each year.
2. **Summer employment.** The student is expected to bring minimum net earnings of \$500 from each summer's employment to be applied to costs for the academic year.
3. **Academic year employment.** A number of campus jobs are available through the work assistance program. Field education positions are also remunerative.
4. **Student's family.** The student is strongly encouraged to seek all possible assistance from his or her family.
5. **Student's spouse.** If there are no children, the spouse is expected to be employed. The income will usually be sufficient to support the family.
6. **Local congregation and judicatory support.** Students are encouraged to seek financial assistance from their churches and judicatories.

If the total of financial resources from these sources is not sufficient to meet expenses, several major sources are available to bring a budget into balance.

1. **Work assistance program:** Many campus jobs such as administrative assistantships, library work and dining hall work are available.
2. **Pittsburgh Seminary loan funds:** Both short-term and long-term, low interest loans may be granted.
3. **Pittsburgh Seminary grants and scholarships:** These are awarded on the basis of demonstrated need except for a limited number of merit scholarships.
4. **Denominational loans and grant-in-aid:** The Vocation Agency of the United Presbyterian Church and most other major denominations administer programs to aid theological students.

Specific questions and requests for more detailed information should be addressed to the Seminary's Financial Aid Officer. Financial aid application materials are sent automatically to those who submit an application for admission to degree candidacy and who indicate that they may need financial assistance.

AWARDS, PRIZES AND FELLOWSHIPS

The Sylvester S. Marvin Memorial Fellowship

The Sylvester S. Marvin Fellowship may be assigned upon graduation to that member of the senior class who is recommended by the faculty as having achieved the highest standard in all departments of the Seminary curriculum. The faculty reserves the right to impose special tests and examinations in making this award. The recipient must pledge himself or herself to a year of post-graduate study following his graduation at some institution approved by the faculty.

The Thomas Jamison Scholarship

The Thomas Jamison Scholarship is given every year to the member of the senior class who has the highest average at the beginning of his final semester of study.

The acceptance of this scholarship requires that the recipient spend a full academic year in study in any graduate institution approved by the faculty.

The Jennie Rigg Barbour Memorial Prize

The Jennie Rigg Barbour Memorial Prize is assigned to that member of the graduating class who has taken the full course of instruction in this institution and who has achieved the second highest academic rank of the class, if in the judgment of the faculty he or she is worthy in all other respects.

The Michael Wilson Keith Memorial Homiletical Prize

This prize is awarded to a member of the senior class who has spent three years in the Seminary and has taken the highest standing in the department of homiletics.

The Joseph Watson Greek Entrance Prize

The Joseph Watson Greek Entrance Prize will be awarded to the student who achieves the highest grade in an examination in classical Greek as he or she enters the junior class of the Seminary.

The William B. Watson Prize in Hebrew

The William B. Watson Prize in Hebrew will be awarded to that member of the senior class who, having elected Hebrew, shall submit the best grammatical and exegetical treatment of a portion of the Hebrew OT.

The John Watson Prize in New Testament

The John Watson Prize in NT Greek will be awarded to that member of the senior class who, having elected Greek Exegesis, shall submit the best grammatical and exegetical treatment of a portion of the Greek NT.





The Robert A. Lee Church History Award

The Robert A. Lee Church History Prize is to be awarded yearly to the students making first and second rank respectively in the department of Church History.

The Hugh Thomson Kerr Moderator Prize

This prize is to be awarded to that member of the graduating class who has exhibited to the greatest degree, throughout the three years of the Seminary course, leadership, originality and accomplishments beyond the normal requirements for graduation.

The James Purdy Scholarship

The income is apportioned equally each year to the six members of the junior class who attain the highest average of excellence in their Seminary work.

The Andrew Reed Scholarship

The Andrew Reed Scholarship is given to the student who, upon entering Seminary, shall achieve the highest grade in a competitive examination in the English Bible. The successful competitor is to have the scholarship throughout the entire course of three years.

The Alice Myers Sigler Memorial Prize in History and Theology

The income from this endowed fund is granted to the student who, in the judgment of the professors of the History and Theology Division, is most worthy of this award at the end of the middler year.

The Fred McFeely Rogers Prize in Biblical Studies

The Fred McFeely Rogers Prize in Biblical Studies is granted to the student who, in the judgment of the professors of the Biblical Division, is most worthy of this award at the end of the junior year.

The Henry A. Riddle Fund for Graduate Study

This fund provides an annual award to a member of the graduating class designated by the faculty for assistance in post-graduate study, preferably in the field of NT.

The Walter P. and Anna L. McConkey Award in Homiletics

This award is to be given to a student who, at the end of the middler year has, in the judgment of the homiletics professors, demonstrated excellence in preaching.

ACADEMIC PROCEDURES

The complete listing of academic procedures is found in the manual, "Academic Principles of Operation," which is placed in the hands of all students, faculty and administration. The following material is a distillation of some important items from the manual.

Course Load

The regular course load for degree candidates is twelve hours in the Fall and Spring terms, three hours in the Winter term. Students may take more hours per term with approval of the Dean. A student carrying less than nine hours is considered for statistical and selective service purposes, a part-time student.

Audit Credit and Audit

Students registered in a course for audit-credit are required to participate fully in reading, discussion, seminar and position papers, etc., but are not required to write a final paper or examination. Satisfactory completion of these requirements leads to an audit-credit notation for the course on the official transcript. No grade is given for the course and no credit is given toward graduation. Audit-credit charge is one-half the regular tuition.

Audit consists of attending a class for listening purposes only and is permitted only with the permission of the professor. Audit does not require registration or payment, and no record of audit is made.

Courses at Approved Colleges and Universities

Some hours of academic work taken on the graduate level at member institutions of the Pittsburgh Council on Higher Education may be included in the hours required for a Seminary degree. Approval of the advisor is necessary. Registration and payment are made by the student at the Seminary.

Grading System

Grading is designed to provide an evaluation of the scholastic attainment of each student. The faculty grades according to actual achievement rather than on the basis of effort or achievement relative to the student's ability. The meaning of grades shall be:

- A (grade point 3) Exceptional, showing a thorough mastery of the material, an ability for creative insight, originality, and an integration with other areas.
- B (grade point 2) Superior, showing an advanced understanding of the material.
- C (grade point 1) Satisfactory, evidencing a general grasp of the material.
- D (grade point 0) Unsatisfactory, but passing, showing a minimal grasp of the material.
- F (grade point -1) Failing.

A C-average (1.0) is required for graduation with the M.Div. or M.A. degree. Two semesters of D-average (0.0) or four semesters of C minus average (.75) constitute reason for dismissal by faculty action.

Graduation honors are awarded on the following basis:
2.8-3.0, Summa Cum Laude; 2.6-2.79, Magna Cum Laude;
2.25-2.59, Cum Laude.

Registration

New students register for courses the week prior to the beginning of classes. Other students pre-register for the Fall term in Spring, and for the Spring term in November. Financial registration is the first three days of each semester.

Courses may be changed during the first week of classes. No courses may be changed after the first week. Courses may be dropped without the recording of a failing grade through the sixth week of each semester. Courses dropped after the official drop date require full payment and the recording of a failing grade.

DIRECTORIES

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- William H. Kadel, Th.D.
President
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- Frank T. Hulse, M.Div., M.A.
Director of Professional Education
- Harold E. Scott, Ph.D.
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Registrar
- Dikran Y. Badalian, M.A., S.F.M.
Librarian
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Director of Development
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Director of Detached Gospel
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Business Manager and Computer Officer



THE FACULTY

- John M. Bald, Associate Professor of Christian Ethics (3)
Muskingum College, A.B.; Pittsburgh Theological Seminary,
Th.B., Th.M.; Emmanuel College, University of Toronto,
Th.D.
- Ford Lewis Battles, Professor of Church History and History of
Doctrine, West Virginia University, B.A.; Tufts College,
M.A.; Hartford Seminary Foundation, Ph.D.
- David G. Buttrick, William Oliver Campbell
Professor of Homiletics
Haverford College, B.A.; Union Theological Seminary
(N.Y.), B.D.
- J. Gordon Chamberlin, Professor of Education (2)
Cornell College (Iowa), A.B.; Union Theological Seminary
(N.Y.), B.D.; Columbia University, Ed.D.
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- Walter R. Clyde, Professor of Christian Mission (1)
Muskingum College, A.B.; Omaha Theological Seminary,
B.D.; Pittsburgh Theological Seminary, S.T.M.; Hartford
Seminary Foundation, Ph.D.
- Robert M. Ezzell, Assistant Professor of Homiletics
Memphis State University, B.S.; Lexington Theological
Seminary, B.D.; Yale Divinity School, S.T.M.; Yale Univer-
sity, M.A.
- John M. Gerstner, Professor of Church History
Westminster College, A.B.; Westminster Theological Semin-
ary, Th.B., Th.M.; Harvard University, Ph.D.
- Donald E. Gowan, Associate Professor of Old Testament
University of South Dakota, B.A.; Dubuque Theological
Seminary, B.D.; University of Chicago, Ph.D.
- Dikran Y. Hadidian, Professor of Bibliography
American University of Beirut, B.A.; Hartford Theological
Seminary, B.D., Th.M.; Hartford School of Religious Edu-
cation, M.A.; Columbia University, M.S.
- Douglas R.A. Hare, Professor of New Testament (2)
Victoria College, University of Toronto, B.A.; Emmanuel
College, University of Toronto, B.D.; Union Theological
Seminary (N.Y.), S.T.M., Th.D.
- Sidney O. Hills, Assistant Professor of Bibliography
Northwestern University, B.A.; McCormick Theological
Seminary, B.D.; Johns Hopkins University, Ph.D.
- Gordon E. Jackson, Hugh Thomson Kerr, Professor of
Pastoral Theology
Monmouth College, A.B.; Pittsburgh Theological Seminary,
Th.B., Th.M.; University of Chicago, Ph.D.

- Jared Judd Jackson, Associate Professor of Old Testament
Harvard College, A.B.; Episcopal Theological School, B.D.;
Union Theological Seminary (N.Y.) Th.D.
- George H. Kehm, Professor of Theology
Queens College, B.S.; Princeton Theological Seminary, B.D.;
Harvard Divinity School, S.T.M.; Harvard University, Th.D.
- Robert Lee Kelley, Jr., Associate Professor
Of Biblical Languages
University of Pittsburgh, A.B.; Pittsburgh Theological
Seminary, M.Div.; Princeton Theological Seminary, Th.M.;
Princeton University, Ph.D.
- Marjorie H. Likins, Associate Professor
In Church and Ministry
Cornell College (Iowa), A.B.; Union Theological Seminary
(N.Y.), B.D.; Columbia University, Ph.D.
- John W. Nelson, Assistant Professor of Theology (2)
Pennsylvania State University, B.A.; Pittsburgh Theological
Seminary, M. Div.; University of Chicago, M.A., Ph.D.
- William A. Nicholson, Assistant Professor of Homiletics
Washington and Jefferson College, A.B.; Pittsburgh Theo-
logical Seminary, M.Div.
- Robert S. Paul, Professor of Modern Church History
St. Catherine's College, Oxford University, B.A., M.A.; Mans-
field College, Oxford University, Ph.D.
- Neil R. Paylor, Associate Professor in Church and Ministry (1)
Hanover College, B.A.; Princeton Theological Seminary,
B.D.; Harvard University, Ph.D.
- Samuel K. Roberts, Assistant Professor of Sociology
of Religion/ Church and Society
Morehouse College, B.A.; Union Theological Seminary, B.D.
- Harold E. Scott, Associate Professor in Church and Ministry
Sterling College, B.A.; Pittsburgh Theological Seminary,
M.Div.; Princeton Theological Seminary, Ph.D.
- Ronald H. Stone, Professor of Social Ethics
Morningside College, B.A.; Union Theological Seminary
(N.Y.), B.D.; Columbia University, Ph.D.
- H. Eberhard von Waldow, Professor of Old Testament
Bonn University, Dr. Theol.
- James A. Walther, Associate Professor of New Testament
Literature and Exegesis (3)
Grove City College, A.B.; Pittsburgh Theological Seminary,
M.Div.; Emmanuel College, University of Toronto, Th.D.
- Walter E. Wiest, Professor of Philosophy of Religion (2)
Lafayette College, A.B.; Princeton Theological Seminary,
B.D.; Columbia University, Ph.D.

(1) On leave, 1974-75

(2) On leave, Fall Term, 1974-75

(3) On leave, Spring Term, 1974-75

Emeriti:

Clifford Edward Barbour, Ph.D., D.D., LL.D.

President Emeritus

James Leon Kelso, Th.D., D.D., LL.D.

Emeritus Professor of OT History and Biblical Archaeology

William F. Orr, Ph.D. (1)

Emeritus Professor of NT Literature and Exegesis

(1) To be recommended to the Board of Directors May, 1974.



THE BOARD OF DIRECTORS

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Adjunct Professor in Church and Ministry
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Rabbi, Rodef Shalom Temple
Lecturer in History and Theology
Alfred L. Pugh, B.D.
Pastor, Macedonia Baptist Church
Lecturer in Church and Ministry
Rex Speers, M.D.
Associate Professor of Psychiatry, University
of Pittsburgh
Adjunct Associate Professor, The Program
For Advanced Pastoral Studies



CONFERENCE LECTURERS

School of Religion: 1973
Margaret Kuhn
President, Gray Panthers
Virginia Stafford
Director of Ministry to Older Adults, United
Methodist Church
Celia Hailperin
Director of Continuing Education, Graduate School of
Social Work, University of Pittsburgh
Leonard Eggerman
Assistant Professor of Psychiatry, School of Medicine,
University of Pittsburgh
Moises Wodnicki
Assistant Professor of Psychiatry, School of Medicine,
University of Pittsburgh
Paul Maves
Professor of Church Administration, St. Paul
School of Theology

The Many Faces of Eve: 1973
Ruth Bentley
University of Illinois Medical School
Catherine Gunsalus
Associate Professor of Historical Theology,
Louisville Theological Seminary

Pastors' Institute: 1974
Lyle E. Schaller
Parish Consultant, Yokefellow Institute

Seminars for Black Pastors: 1974
David T. Shannon
Dean of Faculty, Pittsburgh Theological Seminary
Samuel K. Roberts
Assistant Professor of Sociology of Religion/Church and
Society, Pittsburgh Theological Seminary
Robert M. Ezzell
Assistant Professor of Homiletics, Pittsburgh Theological
Seminary

Schaff Lectures: 1974
J. Massingberd Ford
Professor of NT, University of Notre Dame

Commencement: 1974
Mark Hatfield
United States Senator from Oregon

STUDENTS—1973-74

Master of Divinity	179
Master of Arts in Religion	27
Master of Theology	72
Doctor of Ministry	68
Doctor of Philosophy	21
Special (non-degree)	8
Total Enrollment	375

The enrollment of 221 first degree candidates includes students from thirty-two states and 148 colleges and universities. In addition, representatives of seven foreign countries increase the broad range of backgrounds within the Seminary. Advanced degree candidates and transfers into the M.Div. program come from forty-three different seminaries and divinity schools.

The ecclesiastical background of students is also diverse. Although a majority of students are United Presbyterian, fifteen Protestant denominations, two Orthodox Churches, the Roman Catholic Church, the Polish National Catholic Church and the Jewish faith are also represented.

Pittsburgh Theological Seminary is committed to the further development of a broadly ecumenical context for theological education. It is in such a context that individuals can struggle together to define questions and seek for answers which will benefit the whole Church.

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Pittsburgh Theological Seminary
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